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ABSTRACT

The views of Georgia school superintendents on leadership preparation and the role of principals are examined to determine future directions and standards for preparing public educational leaders in the state. Data were collected from 182 (97 percent) of the state's total of 187 superintendents. In the first part of the paper, Georgia superintendents are profiled by age, sex, race, education, work experience, and motivation for the superintendency. Following this is an analysis of the superintendents' perceptions of principals based on responses to seven questions that focused on the role, selection, recruitment, preparation, inservice, authority, and evaluation of principals. The third portion of the paper focuses on the superintendents' perspectives on the performance of principals, as well as the superintendents' projections for staff openings and reductions. The final section summarizes the 307 proposals made by 135 superintendents for strengthening the delivery of public education in the state. Additional financial support for education and general strengthening of standards and policies were the two most cited of the five major proposal topics designated. Interspersed with the text are 9 figures and 38 tables. A copy of the 25-item questionnaire and a 66-item bibliography are appended. (MLF)

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THE PRINCIPALSHIP IN GEORGIA: SUPERINTENDENTS' PERCEPTIONS

Commission Working Paper

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PREFACE

The Georgia Professional Standards Commission is pleased to share "The Principalship in Georgia: Superintendents' Perceptions."

This Commission Working Paper presents the findings from data reported from 182 Georgia school superintendents in response to a 25-item Chief Administrator Questionnaire. The objective of this study was to understand how superintendents perceive the roles, tasks, skills, and preparation of principals.

This paper is a natural outgrowth of an earlier working paper by the Georgia Professional Standards Commission, "The Principal: A Crucial Element in Quality Education" (September 1983). This second paper is intended to complement and add to the findings of the previous study of the principalship in Georgia. It is the second in a series of papers that addresses the issue of quality leadership at the building level, which has been identified nationally as the critical element in pupil achievement.

The Commission believes these two working papers will provide a vast data base for Georgia policymakers and educational practitioners. The Commission hopes these studies will increase and enhance the dialogue about leadership, thereby resulting in an increase in the level of quality of that leadership and in the level of student achievement.

The Commission expresses grateful appreciation to the numerous individuals and agencies which assisted with this research project. The Commission and staff express special recognition to the following:

- Governor Joe Frank Harris and State Superintendent of Schools Dr. Charles McDaniel for their support;

- Dr. H. M. Fulbright, Executive Director, Georgia Association of Educational Leaders, for his support;

- Dr. Tom Keating, Educator, for assistance with research analysis and for thoughtful attention to this report and project;

- Mr. Mansurul Hasib, Consultant, for research design, for statistical analysis, and for development of the questionnaire;

- Ms. Sandra Kolka, Consultant, for supportive editorial assistance;

- Ms. Kay Holland, Administrative Assistant, for special attention to all the production aspects of this project; and

- Most especially, the 182 superintendents who completed and returned the 25-item Chief Administrator Questionnaire.

The Commission shall be pleased to receive comments on this Working Paper and/or comments and suggestions regarding standards for teacher education, certification, and staff development in the State. Again, the Commission thanks all who assisted with this endeavor.

Louise Radloff

Louise Radloff
Chairman

TABLE OF CONTENTS

EXECUTIVE SUMMARY i

RECOMMENDATIONS. xvi

INTRODUCTION 1

Purpose 1
Georgia Professional Standards Commission's Survey . . . 1
Geographic Areas of the State 2
Selection of Boards and Superintendents. 2

RESULTS 14

Superintendents' Profile. 14
Personal Characteristics. 14

Age, Sex, Race, Work Week 14
Educational Preparation. 15
Experience 17
Previous Work Experience 18
Immediately Prior Position. 18
Number of Years 20
School Grade Level 21
Motivation for the Superintendency 23

Superintendents' Perception of the Georgia Principalship . 24

Role of Principals 24
Selection of Principals. 25
Recruitment of Principals 30
Preparation of Principals 31
Inservice for Principals 33
Authority of Principals. 36
Evaluation of Principals 37

Superintendents' Perspectives: Past, Present, and Future. 39

Quality of Applicants During the Past Five Years . . 39
Present Level of Satisfaction. 40
Future Openings and Reductions 43

Superintendents' Proposals 47

Strengthening Financial Support 47
Strengthening Standards and Policies 48
Strengthening Leadership 49
Strengthening Preservice and Inservice. 49
Strengthening Public Commitment 50

BIBLIOGRAPHY. 51

LIST OF APPENDICES

A. Cover Letters Accompanying Questionnaire. 57

B. The Chief Administrator Questionnaire. 59

C. Percentage of Responses per Question 66

LIST OF FIGURES

FIGURE I Geographic Area 3

FIGURE II Appointed/Elected Superintendents County Systems 6

FIGURE III Appointed Superintendents Independent Systems. 7

FIGURE IV Appointed Superintendent/Elected Board County Systems 8

FIGURE V Appointed Superintendent/Appointed Board County Systems 9

FIGURE VI Elected Superintendent/Appointed Board County Systems 10

FICURE VI Elected Superintendent/Elected Board County Systems 11

FIGURE VIII Appointed Superintendent/Elected Board Independent Systems. 12

FIGURE IX Appointed Superintendent/Appointed Board Independent Systems 13

LIST OF TABLES

TABLE 1 Number and Distribution of Responses to Georgia Professional Standards Commission's Survey 2

TABLE 2 Georgia's School Superintendents and Boards by Selection Method. 4

TABLE 3 Personal Characteristics by Selection Method and Geographic Area 14

TABLE 4 Educational Preparation by Selection Method and Geographic Area. 15

TABLE 5 Undergraduate Educational Preparation by Selection Method and Geographic Area 16

TABLE 6 Graduate Educational Preparation by Selection Method and Geographic Area 17

TABLE 7 Percentage of Superintendents by Location of Previous Work Experience, Selection Method, and Geographic Area 18

TABLE 8 Most Recent Position Held Immediately Prior to the Superintendency by Selection Method and Geographic Area 20

TABLE 9 Positions Held by Georgia's Superintendents by Average Number of Years 21

TABLE 10 Positions Held by Georgia's Superintendents by School Grade Level, Selection Method, and Geographic Area. 22

TABLE 11 Reason for Becoming Superintendent by Selection Method. 23

TABLE 12 Superintendents' Perception of Principals' Roles by Selection Method and Geographic Area 25

TABLE 13 Importance of Thirteen Selection Criteria for Principals. 26

TABLE 14 Selection Criteria for Principals by Selection Method. 27

TABLE 15 Selection Criteria for Principals by Geographic Area 29

TABLE 16 Recruitment of Principals by Selection Method and Geographic Area 30

TABLE 17 Published Recruitment or Selection Policies/ Guidelines by Selection Method and Geographic Area . 31

TABLE 18 Desired Core Curriculum for Principals as Viewed by Superintendents by Selection Method 32

TABLE 19 Superintendents' View of Practical Preparation for Principals by Selection Method and Geographic Area . 33

TABLE 20 Availability of Inservice Programs by Selection Method and Geographic Area 34

TABLE 21 Source of Course Selection by Selection Method and Geographic Area 35

TABLE 22 Principals' Authority as Reported by Superintendents by Selection Method. 36

TABLE 23 Type of Evaluation by Selection Method 37

TABLE 24 Use of Evaluation for Inservice by Selection Method and Geographic Area 38

TABLE 25 Superintendents' Assessment of the Quality of Applicants for the Principalship and Other Administrative Positions by Selection Method and Geographic Area 40

TABLE 26 Superintendents' Level of Satisfaction by Rank Order (%) 41

TABLE 27 Superintendents' Satisfaction by Selection Method. . 42

TABLE 28 Superintendents' Satisfaction with Eight Areas of Principals' Performance 42

TABLE 29 Superintendents' Satisfaction with Principals' Performance in Two Selected Areas by Selection Method 43

TABLE 30 Superintendents' Projections for Anticipated Staff Openings 44

TABLE 31 Anticipated Openings for Selective Positions by Year and Geographic Area 45

TABLE 32 Superintendents' Projections for Anticipated Staff Reductions. 46

TABLE 33 Anticipated Reductions for Selective Positions by Year and Geographic Area 46

TABLE 34 Superintendents' Proposals for Strengthening Financial Support 47

TABLE 35 Superintendents' Proposals for Strengthening Standards and Policies. 48

TABLE 36 Superintendents' Proposals for Strengthening Leadership at All Levels 49

TABLE 37 Superintendents' Proposals for Strengthening Preservice and Inservice Preparation 50

TABLE 38 Superintendents' Proposals for Strengthening Public Commitment and Awareness. 50

EXECUTIVE SUMMARY

Superintendents' Profile

Age, Sex, Race:

- The typical superintendent is 48 years old.
- Ninety-six percent (96%) are male; 4% are female.
- Ninety-nine percent (99%) are white; 1% is black.
- No appreciable differences in age, sex, or race occur among the geographic areas or between appointed and elected superintendents.

Education:

- Superintendents hold Master's degrees (32%), Specialist's degrees (46%), and the Doctorate (22%).

  Fourteen percent (14%) of the appointed superintendents hold the Master's degree; 42% hold the Specialist's degree; and 44% hold the Doctorate.

  Forty-three percent (43%) of the elected superintendents hold the Master's degree; 49% hold the Specialist's degree; and 8% hold the Doctorate.

- Appreciable differences occur among the geographic areas in the highest academic degree attained by superintendents.

Area	Master's	Specialist's	Doctorate
North Central	22%	39%	39%
Central	28%	47%	25%
Southwest	22%	56%	22%
North	37%	42%	21%
Southeast	44%	44%	12%

- Seventy-one percent (71%) of responding superintendents received their undergraduate training within Georgia; 29% received their undergraduate training outside Georgia.

  Fifty-three percent (53%) of the appointed superintendents received their undergraduate training within Georgia; 47% received their undergraduate training outside Georgia.

  Eighty-two percent (82%) of the elected superintendents received their undergraduate training within Georgia; 18% received their undergraduate training outside Georgia.

- Appreciable differences occur among the geographic areas in the percentage of superintendents receiving their undergraduate training within Georgia.

Southeast	86%
North	79%
Southwest	69%
Central	59%
North Central	45%

- Seventy-one percent (71%) of responding superintendents received their graduate training within Georgia; 29% received their graduate training outside Georgia.

  Fifty-nine percent (59%) of the appointed superintendents received their graduate training within Georgia; 41% received their graduate training outside Georgia.

  Seventy-nine percent (79%) of the elected superintendents received their graduate training within Georgia; 21% received their graduate training outside Georgia.

- Appreciable differences occur among the geographic areas in the percentage of superintendents receiving their graduate training within Georgia.

Southeast	83%
North	81%
Central	68%
Southwest	62%
North Central	50%

Experience:

- The typical superintendent spends an average of 57 hours per week on the job.
- The typical superintendent has served an average of 8 years as a superintendent.
- No appreciable differences in hours worked per week nor in average years served occur among the geographic areas or between appointed and elected superintendents.

Previous Work Experience:

- Fifty-nine percent (59%) of responding superintendents had their previous work experience within their school system; 41% had their previous work experience outside their school system.

  Twenty-nine percent (29%) of the appointed superintendents had their previous work experience within their school system; 71% had their previous work experience outside their school system.

  Seventy-eight percent (78%) of the elected superintendents had their previous work experience within their school system; 22% had their previous work experience outside their school system.

- Appreciable differences occur among the geographic areas in the percentage of superintendents with previous work experience within Georgia.

Southeast	67%
North	63%
Southwest	61%
Central	51%
North Central	43%

Immediately Prior Position:

- Forty-six percent (46%) of responding superintendents were principals immediately prior to becoming superintendents; 29% of responding superintendents were central office administrators.

  Forty-four percent (44%) of the appointed superintendents were principals; 44% of the appointed superintendents were central office administrators immediately prior to becoming superintendents.

  Forty-seven percent (47%) of the elected superintendents were principals; 20% of the elected superintendents were central office administrators immediately prior to becoming superintendents.

- No appreciable differences in the percentage of superintendents who were principals immediately prior to becoming superintendents occur among the geographic areas.

- Appreciable differences occur among the geographic areas in the percentage of superintendents who were central office administrators immediately prior to becoming superintendents.

North Central	48%
Southwest	33%
North	28%
Southeast	26%
Central	19%

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Position by Average Number of Years:

- Sixty-nine percent (69%) of superintendents served an average of five and one-half years as a principal and 78% of the superintendents served an average of five and one-half years as a teacher before becoming a superintendent.

- No appreciable differences in the average number of years of previous experience occur between appointed and elected superintendents.

- Appreciable differences occur among the geographic areas in the average number of years superintendents served as a principal and as a teacher before becoming a superintendent.

Area	Average Number of Years as Principal
North Central	7.8
Central	4.5

Area	Average Number of Years as Teacher
Central	6.5
Southwest	3.8

Position by School Grade Level:

- Appreciable differences occur in the school grade level of previous work experience between appointed and elected superintendents.

  Eighty percent (80%) of the appointed superintendents have had work experience as a principal: elementary (22%); middle (10%); and high (68%).

  Sixty-three percent (63%) of the elected superintendents have had work experience as a principal: elementary (46%); middle (11%); and high (43%).

Motivation for the Superintendency:

- Sixty-seven percent (67%) of responding superintendents reported the main reason they became a superintendent was to "improve service in education."

Fifty-eight percent (58%) of the appointed superintendents reported the main reason they became a superintendent was to "improve service in education."

Seventy-three percent (73%) of the elected superintendents reported the main reason they became a superintendent was to "improve service in education."

- No appreciable differences in the main reason given for becoming a superintendent occur among the geographic areas.

Superintendents' Perceptions of the Georgia Principalship

Role:

- Sixty-four percent (64%) of responding superintendents viewed the most important role for principals as instructional leader; 31% viewed the most important role as school manager.
- Seventy-nine percent (79%) of the superintendents in the North and 51% of the superintendents in the Central area viewed the most important role for principals as instructional leader.
- Forty percent (40%) of responding superintendents viewed the second most important role for principals as a school manager; 25% viewed the second most important role as instructional leader.
- No appreciable differences in the second most important role for principals as school manager occur among the geographic areas.
- No appreciable differences in perception of the role of principals occur between appointed and elected superintendents.

Selection Criteria:

- Of the 179 responding superintendents who chose from a list of thirteen selection criteria for principals, over 80% ranked the four most important criteria as follows: (a) evidence of integrity, dependability, and willingness to follow directions (96%); (b) evidence of managerial and supervisory skills (92%); (c) personality of the applicant (84%); and (d) evidence of a candidate's adaptability to the local environment (81%).
- No appreciable differences in ranking of the four most important selection criteria occur between appointed and elected superintendents.
- The single selection criteria with the highest overall difference in rating of "importance" within the geographic areas of Georgia was "previous experience as an assistant principal."

- Forty percent (40%) of the superintendents in the North area rated "previous experience as an assistant principal" as "highly important," while 14% of the superintendents in the North Central area rated "previous experience as an assistant principal" as "highly important."

Recruitment Criteria:

- Forty-four percent (44%) of responding superintendents reported principals were recruited from within the local system.
- No appreciable differences in recruitment occur between appointed and elected superintendents.
- Fifty-nine percent (59%) of the superintendents in the North Central and 28% of the superintendents in the North area reported that principals were recruited "mostly within" the local system.

Selection or Recruitment Policies/Guidelines:

- Ninety percent (90%) of responding superintendents reported they did not have published policies/guidelines for selection or recruitment of principals.
- No appreciable differences in the absence of published policies/guidelines occur between appointed and elected superintendents.
- Ninety-five percent (95%) of the superintendents in the North and 73% of the superintendents in the North Central area reported they did not have published policies/guidelines for selection or recruitment of principals.

Preparation:

- Of the 178 responding superintendents who chose from a list of fourteen courses in a core curriculum for principal preparation programs, approximately 60% ranked the six most desired courses as follows: (a) Instructional Evaluation/Supervision (90%); (b) Curriculum Development (84%); (c) Personnel Evaluation (82%); (d) General School Administration (78%); (e) Education and the Law (74%); and (f) Staff Development: Process and Practice (59%).

- "Education and the Law" was the one preparation course with the largest difference in rating between appointed and elected superintendents.

- Fifty-five percent (55%) of responding superintendents rated the internship as the best practical preparation for the principalship; no appreciable differences in the rating of the internship occur between appointed and elected superintendents.

- Sixty-nine percent (69%) of the superintendents in the Southeast and 45% of the superintendents in the North Central area viewed the internship as the best practical preparation for the principalship.

- Fourteen percent (14%) of the superintendents in the Southeast and 41% of the superintendents in the North Central area viewed the assistant principalship as the second best practical preparation method for the principalship.

Inservice:

- Sixty percent (60%) of responding superintendents reported a planned program of inservice training was available for principals in their school systems.

  Seventy-two percent (72%) of the appointed superintendents reported a planned program of inservice training was available for principals in their school systems.

  Fifty percent (50%) of the elected superintendents reported a planned program of inservice training was available for principals in their school systems.

- Seventy-seven percent (77%) of the superintendents in the North Central and 44% of the superintendents in the Southwest area reported a planned program of inservice training was available for principals in their school systems.

- Forty percent (40%) of responding superintendents reported no planned program of inservice training was available for principals in their school systems.

Twenty-eight percent (28%) of appointed superintendents reported no planned program of inservice training was available for principals in their school systems.

Fifty percent (50%) of elected superintendents reported no planned program of inservice training was available for principals in their school systems.

- Fifty six percent (56%) of the superintendents in the Southwest and 23% of the superintendents in the North Central area reported no planned program of inservice training was available for principals in their school systems.

- Of the 107 superintendents reporting a planned program of inservice training, the decisions about recommended courses originated from the principal and central office together (31%) or from either the principal (26%) or the central office (23%), separately.

Authority:

- 181 superintendents reported that principals have the most authority to affect the following activities which are listed in descending order:

  Evaluating Instruction
  Formulating School Discipline Procedures
  Determining Extra-Curricular Programs
  Determining Hiring and Retention
  Determining Staffing Patterns
  Determining School Policies

- 181 superintendents reported that principals have the least authority in determining school budget and managing federally-mandated programs.

- No appreciable differences in the superintendents' reporting of the principals' authority occur among the geographic areas or between appointed and elected superintendents.

Evaluation:

- Ninety-five percent (95%) of responding superintendents reported using a system of evaluation for principals.
- The most prevalent systems of evaluation for principals were reported as follows:

Annual Checklist	(49%)
Annual Formal Written	(23%)
Informal Conference	(15%)
Job Description	(8%)

- Seventy-one percent (71%) of responding superintendents reported using evaluation to suggest/recommend inservice training.

  Seventy-nine percent (79%) of the appointed superintendents reported using evaluation to recommend inservice training.

  Sixty-seven percent (67%) of the elected superintendents reported using evaluation to recommend inservice training.

- Seventy-eight percent (78%) of the superintendents in the North and Central areas and 56% of the superintendents in the Southwest area reported using evaluation to suggest/recommend inservice training.

Superintendents' Perspectives: Past, Present, and Future

Quality of Applicants for the Principalship and Other Administrative Positions During the Past Five Years:

- Fifty-seven percent (57%) of responding superintendents reported the quality of applicants for the principalship and other administrative positions, during the past five years, had improved.
- Thirty-six percent (36%) of responding superintendents reported the quality of applicants for the principalship and other administrative positions, during the past five years, had remained the same.
- Seven percent (7%) of responding superintendents reported the quality of applicants for the principalship and other administrative positions, during the past years, had declined.
- No appreciable differences in the superintendents' ratings of the quality of applicants occur between appointed and elected superintendents.
- Seventy-two percent (72%) of the superintendents in the North and 44% of the superintendents in the Southwest area reported the quality of applicants, during the past five years, had improved.

Superintendents' Present Level of Satisfaction:

- Over 50% of responding superintendents were "entirely" or "mostly satisfied" with the following items:

Principals' Performance	(85%)
Teacher Quality	(74%)
Administrators' Certification Standards	(63%)
Leadership Preparation Programs	(51%).

- Nineteen percent (19%) of responding superintendents were "entirely" or "mostly satisfied" with the level of State funding.
- No appreciable differences in the responses of superintendents as "entirely" or "mostly satisfied" occur between appointed and elected superintendents.

- Appreciable differences occur among the geographic areas in the rating of superintendents as "entirely" or "mostly satisfied" with the following items:

Teacher Quality	
North	88%
Central	62%
Administrators' Certification Standards	
Southwest	78%
North Central	55%

Superintendents' Satisfaction with Principals' Performance:

- Seventy percent (70%) of responding superintendents were "entirely" or "mostly satisfied" with principals' performance in improving school climate; 61% of responding superintendents were "entirely" or "mostly satisfied" with principals' performance in improving teacher morale.

- Fifty percent (50%) of responding superintendents were "entirely" or "mostly satisfied" with principals' performance in evaluating instruction; 45% of responding superintendents were "entirely" or "mostly satisfied" with principals' performance in increasing parental support for academic achievement.

- No appreciable differences in the superintendents' ratings of the principals' performance occur between appointed and elected superintendents.

- Appreciable differences occur among the geographic areas in the ratings of superintendents as "entirely" or "mostly satisfied" with the principals' performance in the following items:

	Southwest	Central
Improving Student Achievement	64%	32%
Instructional Leadership	69%	49%

Superintendents' Projections for Future Openings and Reductions:

- 171 superintendents projected a total of 970 anticipated openings in seven administrative positions during the next five years.

- Of these seven administrative positions, superintendents projected openings during the next five years in 272 central office administrator positions and 218 elementary school principalships.

- 144 superintendents projected a total of 164 anticipated reductions in seven administrative positions during the next five years.

- Of these seven positions, superintendents projected reductions during the next five years in 61 elementary school principalships and 33 central office administrator positions.

- No appreciable differences in the anticipated openings and reductions occur between appointed and elected superintendents.

- A greater number and percentage of openings and reductions in both the central office administrator and the elementary school principalship positions are anticipated for the North Central area than for any other geographic area.

Superintendents' Proposals

Suggestions for Improving Public Education:

- A majority of the superintendents (54%) stated their greatest concern was the need for increased funding as a means of improving public education.

  Increased salaries for teachers was the most often suggested use of increased financial support.

- Nearly one-half of the superintendents (46%) expressed their second greatest area of concern as a strengthening of standards and policies.

  Emphasis on basics and program elimination was the most often suggested way of strengthening standards and policies.

- Three out of ten superintendents (30%) cited strengthening leadership at all levels as the third area of concern.

  Better management by principals and central office staff was the most often suggested way to achieve needed leadership.

- Over one-fourth of the superintendents (28%) reported their fourth greatest area of concern was preservice and inservice for teachers.

  Better college preparation for teachers headed the list of suggested ways of improving teacher preparation.

- The fifth area of concern expressed by 16% of the superintendents was strengthening public commitment to education.

  Superintendents most often suggested stronger parental support for students as a means of increasing the public's commitment to education.

1983-84 RECOMMENDATIONS

The Professional Standards Commission's recommendations address leadership and focus on four areas. These areas include: preparation; recruitment and selection; continuing professional growth; and evaluation. The Commission submits the following recommendations.

Preparation

Rationale: The leadership needs of schools are ever changing. As our society develops, the role of the school changes to reflect current social, economic, and political needs of our nation. In today's society the effective leadership and efficient management of schools require a unique blend of skills, academic background, and experience. The examination of preparatory programs for school principals and superintendents seems especially appropriate in the wake of vigorous activity and public attention directed toward identifying and encouraging educational reforms in our nation's schools. An accumulating body of research on leadership in general and school administration in particular indicates "good principals make good schools."

According to Commission data, 54% of the responding principals perceived their most important role as instructional leader; 64% of the responding superintendents perceived the principal's most important role as instructional leader.

Recommendation: Therefore, the Professional Standards Commission recommends that the Georgia Board of Education, in conjunction with representatives from higher education and representatives of appropriate professional organizations, reexamine, revise, and modify the criteria for the approval of educational administration programs in Georgia. This recommendation is to ensure that each program leading to Leadership certification contains a core curriculum of courses and experiences which provide all prospective principals with opportunities to gain expertise in the areas of education and the law, school management, curriculum development, evaluating instruction, evaluating personnel, and community educational leadership.

Rationale: Nationally, practical internships and a variety of field-based experiences are currently being examined and included as requirements in educational administration preparation programs. According to Commission data, field-based experiences and internships are also of interest in Georgia. The data indicate a discrepancy exists (geographically) concerning the perceived need for additional and relevant field-based experiences and internships for principals. Questions arise concerning the quality of these experiences, the degree of structure and expert supervision they entail, the extent to which students are exposed to new and varied settings through these field experiences, and the cost of providing quality experiences.

Recommendation: Therefore, the Commission encourages the Georgia Board of Education to assume leadership in reviewing these components of educational administration programs.

Recruitment/Selection

Rationale: The Commission research found no evidence of any consistency in the published guidelines and policies related to the recruitment and selection of principals. The selection of personnel is particularly acute at the elementary level where the data indicate only 20% of the elementary principals received a bachelor's degree in elementary education (PSC, September 1983). Therefore, approximately 80% of the reporting elementary principals, while probably qualified in management, have little training and experience at the elementary level in the instructional strategies, evaluation, pupil motivation, and curriculum necessary to achieve increased pupil achievement.

Recommendation: Therefore, the Professional Standards Commission recommends that the Georgia Board of Education review the certification criteria for elementary level principals, giving special attention to the experience and training necessary to be successful in carrying out the instructional mission at the elementary level. The Commission further recommends that the Georgia Board of Education reexamine the inservice needs of those elementary principals who are currently leading Georgia's elementary schools.

Rationale: When Georgia superintendents were asked whether they have published policies/guidelines for the recruitment and selection of principals, 90% (157) reported they did not have published policies and guidelines for the recruitment and selection of principals.

Recommendation: Therefore, the Professional Standards Commission recommends that the Georgia Board of Education encourage local school systems to establish and publish well-defined written policies and procedures for the recruitment and selection of principals which reflect school and community needs and which provide for a thorough, open, and systematic search.

Rationale: The best talent available must be encouraged to prepare for and assume the principalship. The continued identification, recruitment, and selection of individuals who exemplify leadership qualities present a major task for the State.

Recommendation: Therefore, the Professional Standards Commission also recommends that the Georgia Board of Education, in conjunction with local school systems, universities, and colleges, develop a model/pilot to assist school systems in the early identification, in the active recruitment, and in the careful selection of principals.

Professional Growth

Rationale: Research indicates that at schools where student achievement is higher than might be expected, given socioeconomic conditions, principals provide strong leadership and active support. Studies also show that the principal can be the most effective agent in bringing about educational improvement. However, effective leadership may be an impossible attainment for many leadership personnel without the additional support and assistance of chief school administrators and State policymakers. The Professional Standards Commission data indicate that a number of superintendents and principals have not had the opportunity to explore the many excellent educational programs found within our State. Many current administrators have expressed a need to broaden their experiences in order to become more effective in instructional leadership and management.

Recommendation: Therefore, the Professional Standards Commission recommends that the Georgia Board of Education, in conjunction with universities, colleges, school systems, Cooperative Educational Service Agencies, professional associations, and businesses, develop and implement a long range plan to contribute to the continuing professional growth and enrichment of Georgia principals and superintendents whereby principals and superintendents may have the opportunity to broaden their experiences and enhance their leadership skills. This plan should (1) identify outstanding programs in the State, (2) facilitate the sharing of ideas and resources, and (3) involve principals and superintendents in decisions that affect their ability to lead and

manage schools. This plan should also include professional experiences that would provide orientation for all new leadership personnel and would provide the opportunity for visitation and exchange programs for leadership personnel.

Recommendation: The Professional Standards Commission recommends that the Georgia Board of Education reinstate and redesign the Leadership Academy with a concentration on the instructional role of the principal in Georgia.

Recommendation: The Professional Standards Commission recommends that the Georgia Board of Education encourage all school principals and superintendents to participate in an ongoing individualized professional development program consistent with system objectives, school improvement goals, and the needs of the pupils they serve. These professional experiences should be readily available, timely, and of such quality that certificate renewal requirements could be met. The Commission also encourages the Georgia Board of Education to request additional funds for the continued professional development of all school leadership personnel and to consider the reorganization of the delivery system for staff development.

Evaluation

Rationale: The primary purpose of evaluation is to increase the effectiveness of the principal and hence to improve the instructional program and student achievement. The Commission's most recent study "The Principalship in Georgia: Superintendents' Perceptions," points out the tremendous discrepancy between the superintendents' perception of how principals are evaluated and the principals' perception of how they are evaluated. This area must be addressed if the State of Georgia is to ensure educational excellence by enhancing the effectiveness of its educational leaders.

Recommendation: Therefore, the Professional Standards Commission recommends again that the Georgia Board of Education reexamine the current standard for evaluation of administrators to include as a minimum an annual written evaluation of all administrators and evidence that the evaluation was shared with the administrator. Further, the Commission recommends that the evaluation of principals be based on the role and responsibilities of the Georgia principal.

INTRODUCTION

Purpose

This paper examines the views of Georgia school superintendents on leadership preparation and the role of principals in order to determine future directions and standards for preparing public educational leaders in Georgia. There are four sections to this paper. Part I profiles the typical Georgia school superintendent. Part II details the Georgia superintendents' perceptions of the roles, tasks, and administrative/leadership skills as applied by principals in the 187 school systems. Part III examines the superintendents' perspectives on the performance of principals and the superintendents' projections for staff openings and reductions. Part IV summarizes the superintendents' proposals for strengthening the delivery of public education in Georgia. The study, therefore, is an overview of four aspects of Georgia's superintendents: 1) superintendents' profile; 2) superintendents' perceptions; 3) superintendents' perspectives; and 4) superintendents' proposals.

Georgia Professional Standards Commission's Survey

The Georgia Professional Standards Commission's (PSC) survey collected data from a pool of 182 superintendents, which represents 97% of the State's total of 187.[1] The PSC's survey received a 97% response rate distributed as follows: 27 independent city systems; 43 county systems (appointed superintendents); and 112 county systems

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[1]The Georgia Professional Standards Commission survey was conducted in December, 1983. The governance changed for two districts in March, 1984.

(elected superintendents). Thus, returns were received from all but three (3) elected superintendents and one (1) appointed superintendent in counties, and from all but one (1) appointed independent superintendent.

Table 1 summarizes the number of responses and missing responses for the PSC survey.

TABLE 1

Number and Distribution of Responses to
Georgia Professional Standards Commission's Survey

Number of Responses

Type of System	Appointed	Elected	TOTAL
Independent	27	---	27
County	43	112	155
Total	70	112	182

Missing Cases

Type of System	Appointed	Elected	TOTAL
Independent	1	---	1
County	1	3	4
Total	2	3	5

This total survey pool is further refined by analyzing answers according to geographic areas of the State. These five geographic areas are described as North (N), North Central (NC), Central (C), Southeast (SE), and Southwest (SW). These five geographic designations correspond to the counties and cities as divided by the Cooperative Extension Service, Rural Development Center of the University of Georgia in the 1983 Georgia County Guide. (See Figure I)

The survey is even further refined by coding responses according to the selection method of superintendents. Georgia has 187

FIGURE I

Geographic Area

school systems--one in each county (159) and 28 city or independent systems. Of this total 187, there are 72 systems whose school boards employ appointed superintendents and 115 boards who employ elected superintendents.

Since school boards and superintendents provide the context of authority within which principals are employed to pursue educational excellence, the selection method of both boards and superintendents is illustrated in the following eight maps. Table 2 summarizes the different combinations of selection methods for superintendents and school boards in all 187 county and independent school systems, which are depicted in Figures II-IX.

TABLE 2

Georgia's School Superintendents and Boards by Selection Method

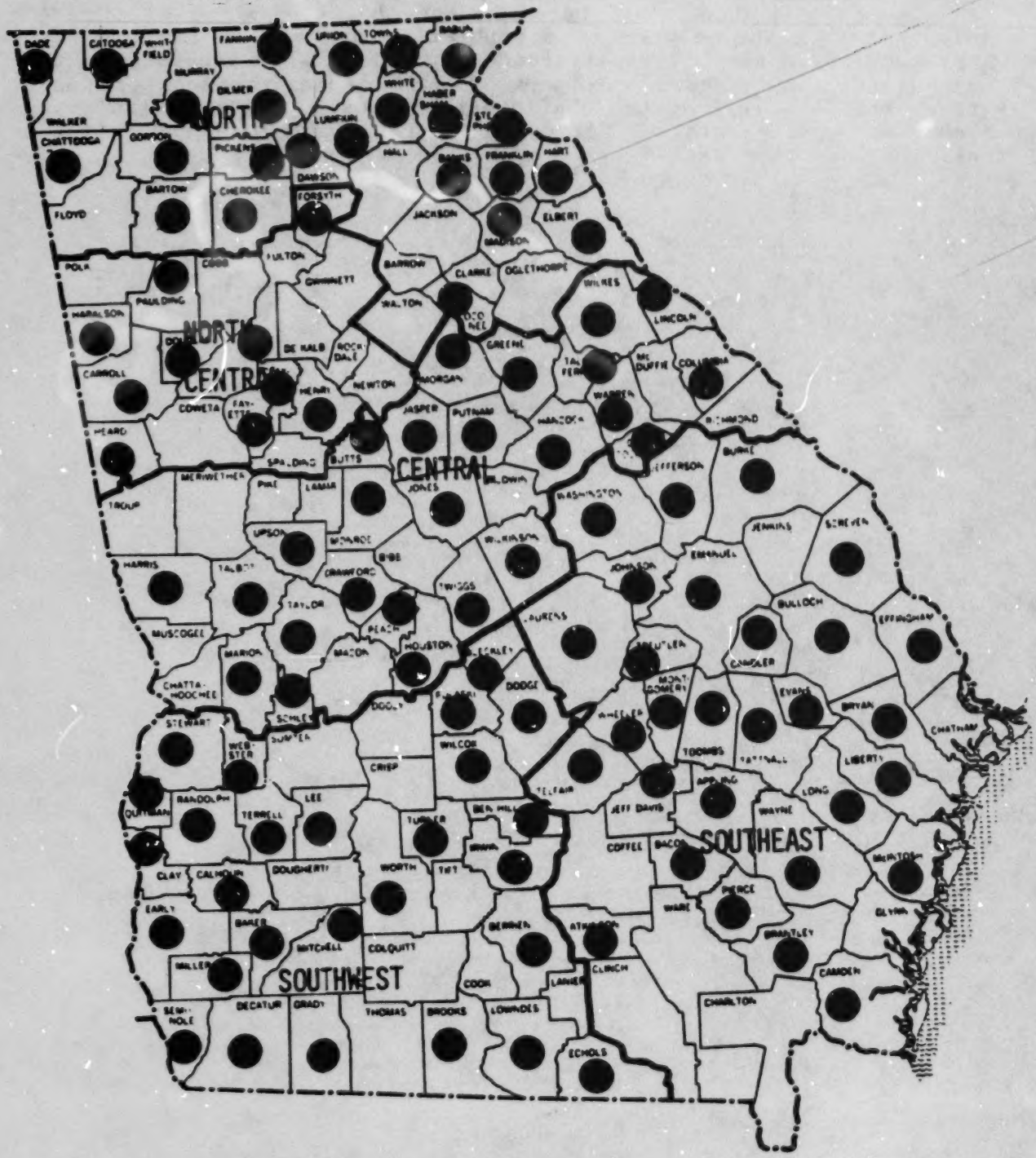
	Type of System		
Superintendents	Independent	County	TOTAL
Appointed (AP)	28 (39%)	44 (61%)	72 (39%)
Elected (EL)	--	115 (100%)	115 (61%)
Boards			
Appointed (AP)	12 (23%)	41 (77%)	53 (28%)
Elected (EL)	16 (12%)	118 (88%)	134 (72%)
TOTAL	28 (15%)	159 (85%)	187 (100%)

	Type of System		
Governance	Independent	County	TOTAL
Appointed Supt./Appointed Board	12 (6%)	3 (2%)	15 (8%)
Appointed Supt./Elected Board	16 (9%)	41 (21%)	57 (31%)
Elected Supt./Appointed Board	---	38 (20%)	38 (20%)
Elected Supt./Elected Board	---	77 (41%)	77 (41%)
TOTAL	28 (15%)	159 (85%)	187 (100%)

NOTE: Statistical tests are conducted with the assumption that a sample has been drawn, and based on the characteristics of the sample, generalizations about the population are made. In this study the population was 187 superintendents, all of whom received a questionnaire. The return rate was 97% (182 superintendents); therefore, the data reflect the characteristics of all superintendents in Georgia. The margin of error for any judgment or generalization will be less than 3%.

FIGURE II

Appointed/Elected Superintendents
County Systems



NOTE: At the time of the survey (December 1983), 115 systems had elected superintendents; 72 (44 county, 28 independent systems) appointed superintendents.

FIGURE III

Appointed Superintendents
Independent Systems

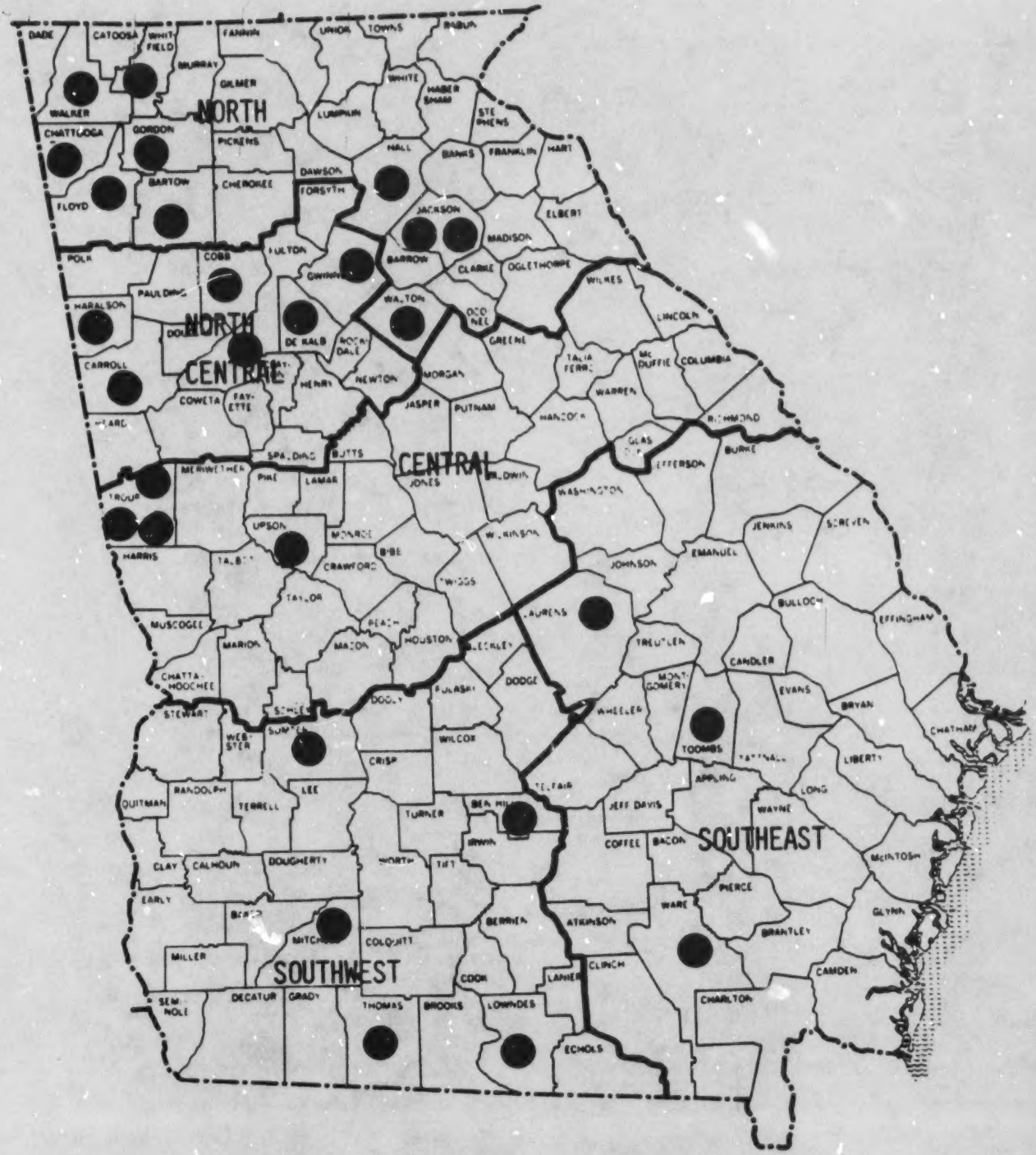
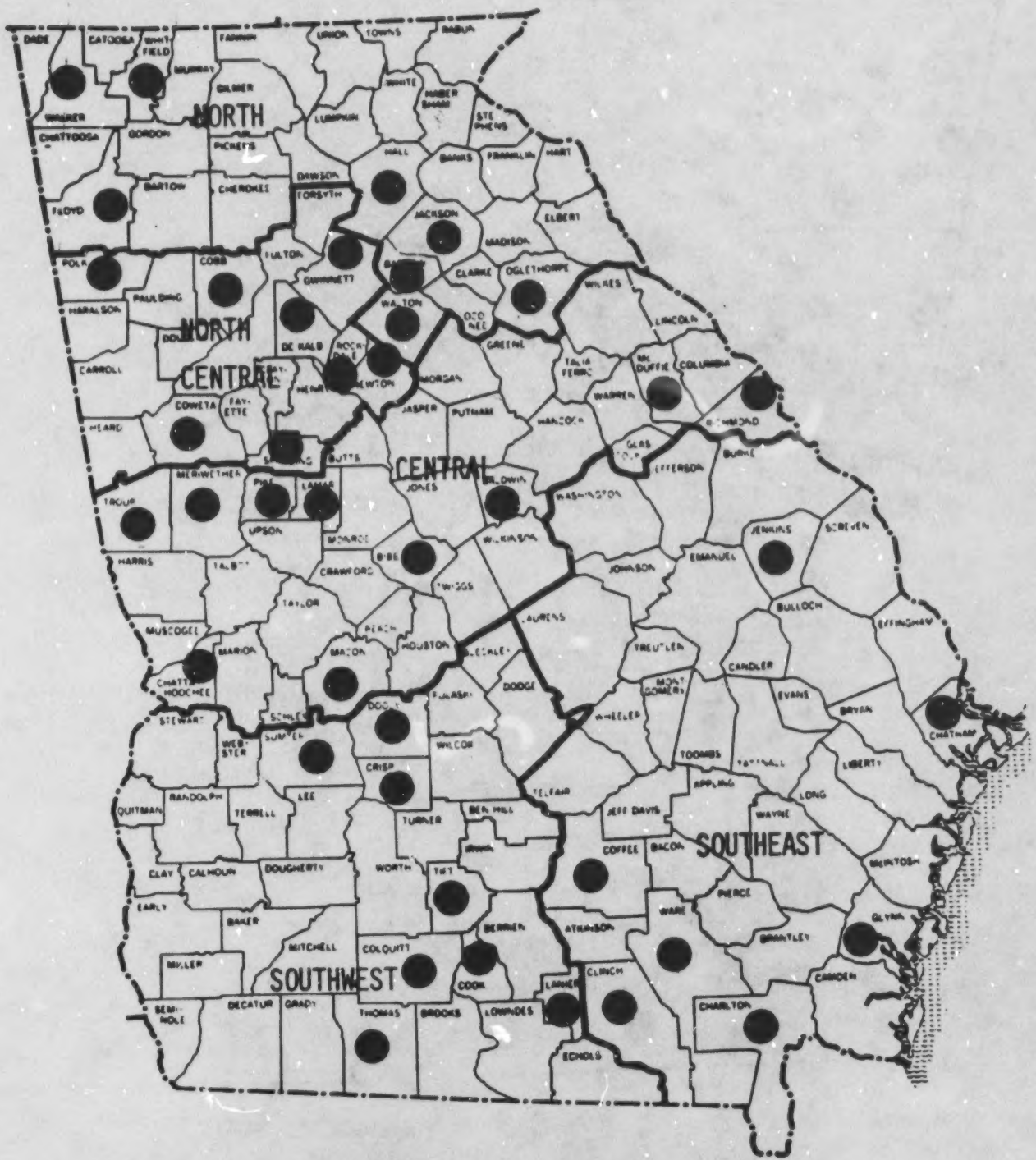


FIGURE IV

Appointed Superintendent/Elected Board
County Systems



	North	North Central	Central	Southeast	Southwest	Total
1	8	8	10	8	7	41

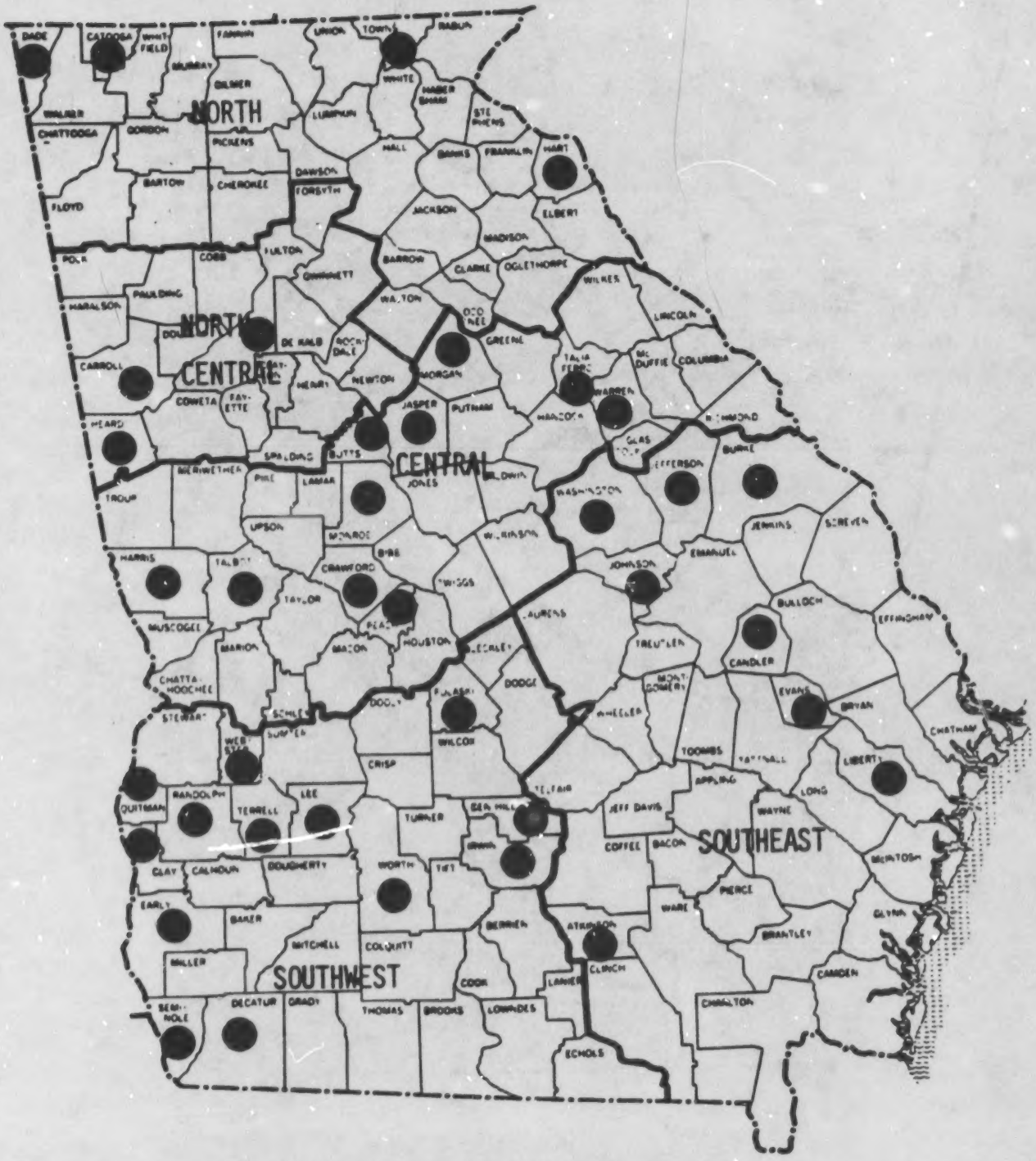
FIGURE V

Appointed Superintendent/Appointed Board
County Systems

North	North Central	Central	Southeast	Southwest	Total
1	0	1	0	1	3

FIGURE VI

Elected Superintendent/Appointed Board
County Systems



	North	North Central	Central	Southeast	Southwest	Total
N	4	3	10	8	13	38

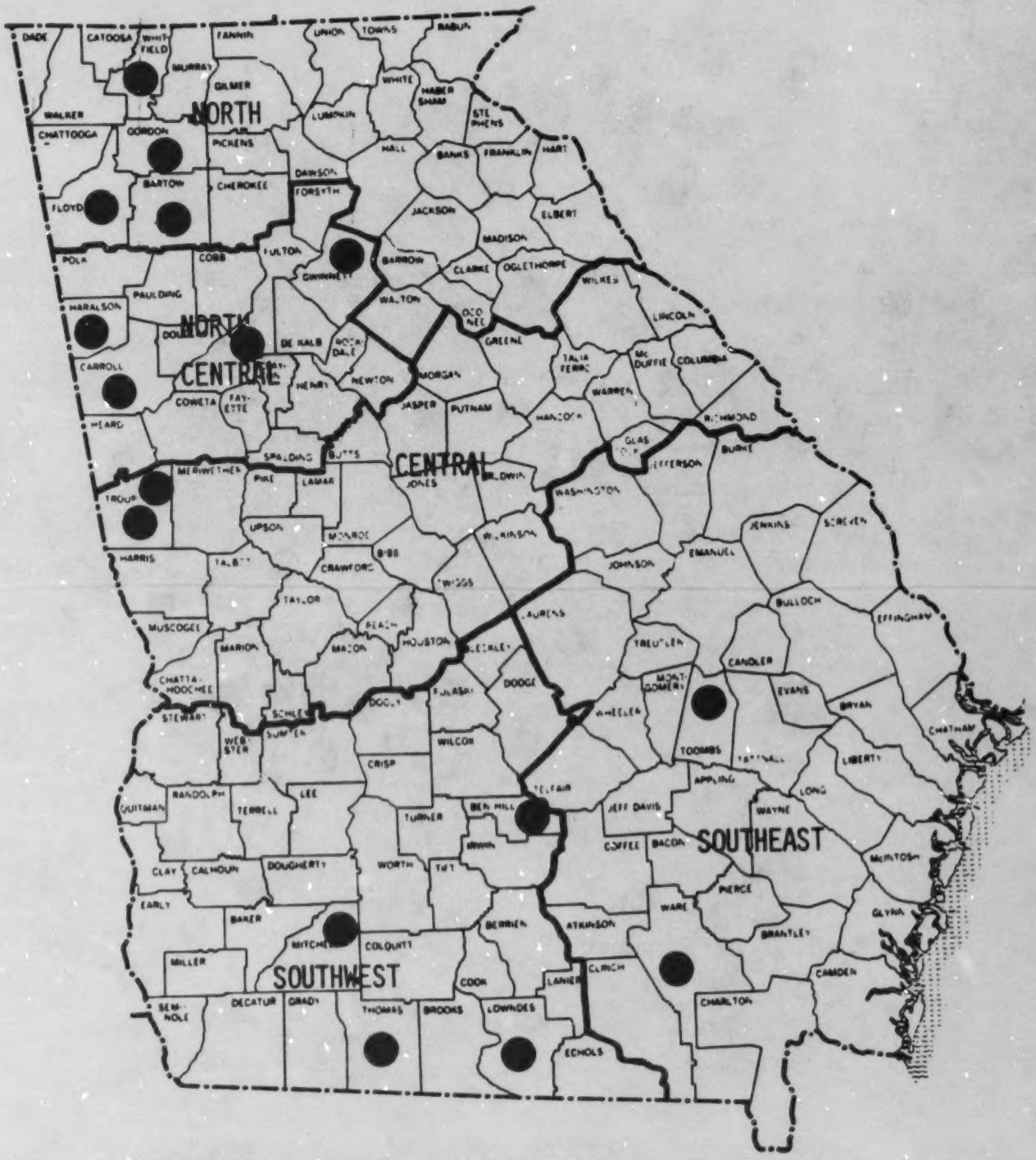
FIGURE VII

Elected Superintendent/Elected Board
County Systems

	North	North Central	Central	Southeast	Southwest	Total
N	20	7	15	21	14	77

FIGURE VIII

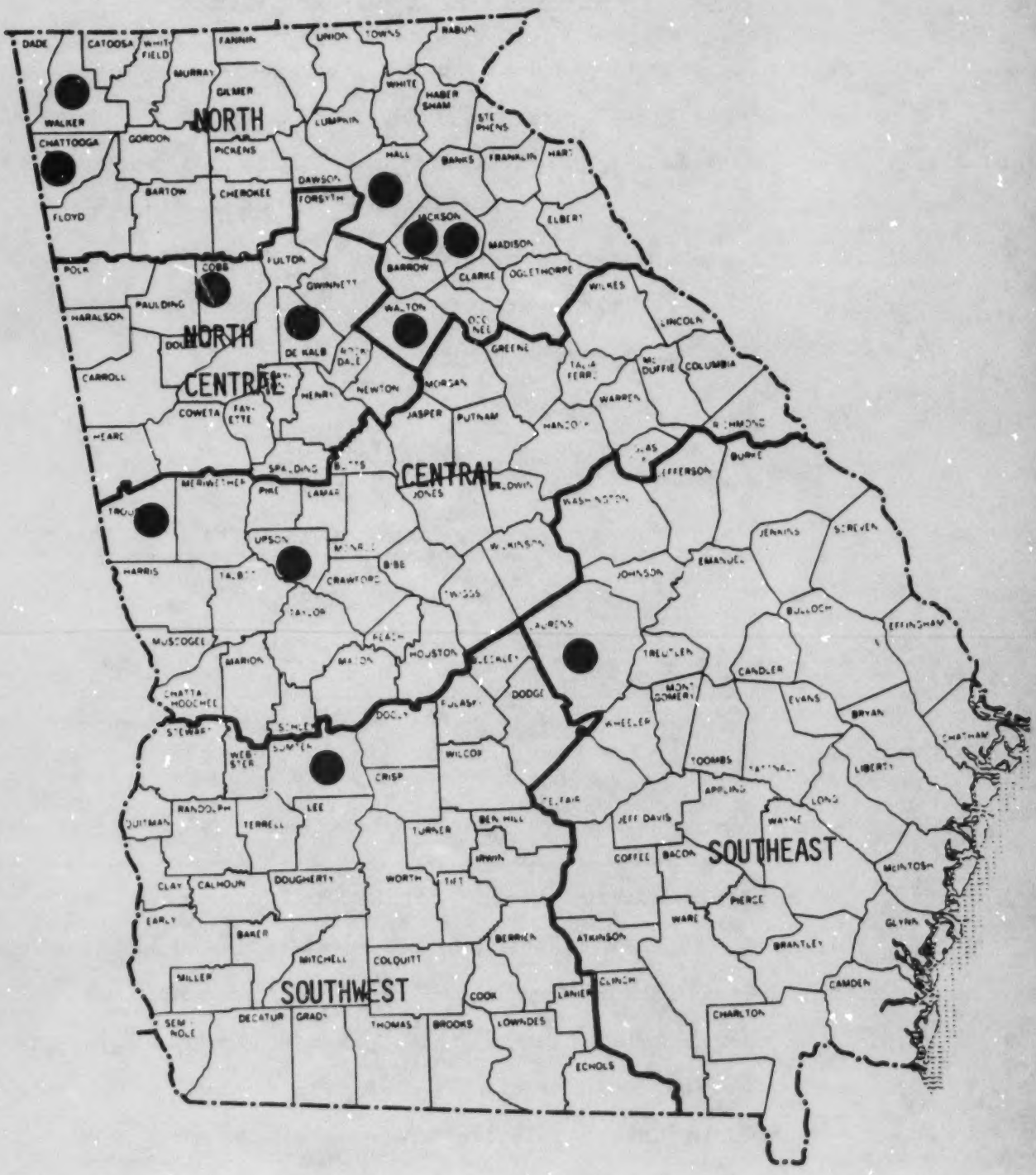
Appointed Superintendent/Elected Board
Independent Systems



	North	North Central	Central	Southeast	Southwest	Total
N	4	4	2	2	4	16

FIGURE IX

Appointed Superintendent/Appointed Board
Independent Systems



	North	North Central	Central	Southeast	Southwest	Total
N	6	2	2	1	1	12

RESULTS

The Georgia Superintendent: A Profile

The typical superintendent is 48 years old, male, white, and works approximately 57 hours per week fulfilling the responsibilities of the position. Table 3 contains a summary of personal characteristics by method of superintendent selection and geographic area in Georgia where the superintendents are employed. No appreciable differences from the average stated above occur in the personal characteristics of the Georgia sample.

TABLE 3

Personal Characteristics
by Selection Method and Geographic Area

Characteristics	Appointed	Elected	TOTAL
Age--Years	48	48	48
Sex--Male	99%	94%	96%
Race--White	99%	99%	99%
Work Week--Hours	57	57	57

Characteristics	N	NC	C	SE	SW
Age--Years	47	50	48	47	48
Sex-Male	100%	87%	92%	98%	97%
Race--White	100%	96%	100%	98%	100%
Work Week--Hours	57	59	56	56	54

At the time of this survey, thirty-two percent (32%) of the superintendents held Master's degrees, 46% held Specialist's degrees, and 22% held the Doctorate. Fourteen percent (14%) of the appointed superintendents held the Master's degree; 42% of the appointed superintendents held a Specialist's degree; and 44% of the appointed superintendents held Doctorates. At the same time, 43% of the elected superintendents held a Master's degree; 49% held a

Specialist's degree; and 8% of the elected superintendents held Doctorates.

More superintendents held Master's degrees in the Southeast area than any other geographic area; more superintendents held Specialist's degrees in the Southwest area; and more superintendents held Doctorates in the North Central area. Table 4 presents the educational preparation of Georgia superintendents by selection method and geographic area.

TABLE 4

Educational Preparation
by Selection Method and Geographic Area

Preparation	Appointed	Elected	TOTAL
Master's	14%	43%	32%
Specialist's	42%	49%	46%
Doctorate	44%	8%	22%

Preparation	N	NC	C	SE	SW
Master's	37%	22%	28%	44%	22%
Specialist's	42%	39%	47%	44%	56%
Doctorate	21%	39%	25%	12%	22%

In addition to the appreciable differences among the geographic areas and between appointed and elected superintendents in the category of highest academic degree, Georgia superintendents also differ markedly in where they received the major portion of their undergraduate and graduate training.

Seventy-one percent (71%) of the responding superintendents received their undergraduate training in Georgia and 71% of the responding superintendents received their graduate training in Georgia. These percentages do not necessarily represent the same individuals.

Fifty-three percent (53%) of the appointed superintendents received their undergraduate training within Georgia, while 47% of the appointed superintendents received their undergraduate training outside Georgia. Eighty-two percent (82%) of the elected superintendents received their undergraduate training within Georgia, while 18% of the elected superintendents received their undergraduate training outside Georgia. Table 5 summarizes the undergraduate training of Georgia's superintendents by selection method and geographic area.

TABLE 5

Undergraduate Educational Preparation
by Selection Method and Geographic Area

	Appointed		Elected		TOTAL
Undergraduate in Georgia	53%		82%		71%
Undergraduate outside Georgia	47%		18%		29%
	N	**NC**	**C**	**SE**	**SW**
Undergraduate in Georgia	79%	45%	59%	86%	69%
Undergraduate outside Georgia	21%	55%	41%	14%	31%

Appreciable differences also occur in the location of graduate training between appointed and elected superintendents as well as among the geographic areas.

Fifty-nine percent (59%) of the appointed superintendents received their graduate training within Georgia and 41% of the appointed superintendents received their graduate training outside Georgia.

Seventy-nine percent (79%) of the elected superintendents received their graduate training within Georgia, while 21% of the

elected superintendents received their graduate training outside Georgia.

Geographic area differences occur with the Southeast area having the highest percentage of superintendents receiving their graduate degrees within Georgia and the North Central area having the lowest percentage of superintendents receiving their Master's, Specialist's, and Doctorate degrees within Georgia.

Table 6 capsules the graduate educational preparation of Georgia's school superintendents.

TABLE 6

Graduate Educational Preparation
by Selection Method and Geographic Area

	Appointed		Elected		TOTAL
Graduate in Georgia	59%		79%		71%
Graduate outside Georgia	41%		21%		29%
	N	NC	C	SE	SW
Graduate in Georgia	81%	50%	68%	83%	62%
Graduate outside Georgia	19%	50%	32%	17%	38%

Experience

Experience, as well as education, conditions the career path of Georgia's superintendents. The typical Georgia superintendent spends an average of 57 hours per week on the job and has served an average of eight (8) years in the superintendency. No appreciable differences in hours worked per week nor in years served as an average occur among the geographic areas or between appointed and elected superintendents.

Previous Work Experience

The total pool of superintendents reported 59% of their previous work experience had been within their school system. Forty-one percent (41%) had previous work experience outside their school system. Appointed and elected superintendents differed concerning the geographic location of the major portion of their previous work experience. Seventy-one percent (71%) of appointed superintendents performed the majority of their previous work experience outside their present system while nearly eight out of ten (78%) of the elected superintendents have held previous positions within their present system. Table 7 illustrates the work experience by selection method and by location for superintendents in all five areas of the State.

TABLE 7

Percentage of Superintendents by Location of Previous Work Experience, Selection Method, and Geographic Area

Previous Work Experience	Appointed	Elected	TOTAL
Within Present System	29%	78%	59%
Outside Present System	71%	22%	41%

Geographic Area	Within	Outside
Southeast	67%	23%
North	63%	27%
Southwest	61%	39%
Central	51%	49%
North Central	43%	57%

Immediately Prior Position

Another profile question dealt with the positions held by educational leaders immediately prior to becoming a superintendent. Forty-six percent (46%) of responding superintendents were prin

cipals immediately prior to becoming superintendents; 29% of responding superintendents were central office administrators immediately prior to becoming superintendents.

A difference does occur when appointed and elected superintendents are compared as to the position held immediately prior to becoming a superintendent. More than twice the percentage of appointed superintendents (44%) held central office posts than did elected superintendents (20%) immediately prior to the superintendency. Slightly more than five times the percentage of elected superintendents (17%) held teaching positions before becoming superintendents than did appointed chief executives (3%).

No appreciable differences in the percentage of superintendents who were principals immediately prior to becoming superintendents occur among the geographic areas. However, appreciable differences occur among the geographic areas in the percentage of superintendents who were central office administrators immediately prior to becoming superintendents.

Table 8 sets forth the type of position held by Georgia superintendents immediately prior to the superintendency.

TABLE 8

Most Recent Position Held Immediately Prior to the Superintendency by Selection Method and Geographic Area

Position	Appointed	Elected	TOTAL
Principal	44%	47%	46%
Central Office Administrator	44%	20%	29%
Teacher	3%	17%	12%
Assistant Principal	2%	9%	6%
PE Teacher/Coach/Athletic Director	1%	3%	2%
Counselor/Department Head	---	1%	1%
Other	6%	3%	4%

Position	N	NC	C	SE	SW
Principal	42%	39%	50%	44%	51%
Central Office Administrator	28%	48%	19%	33%	26%
Teacher	14%	4%	19%	6%	12%
Assistant Principal	12%	4%	6%	3%	5%
PE Teacher/Coach/Athletic Director	2%	5%	3%	---	2%
Counselor/Department Head	---	---	---	---	2%
Other	2%	---	3%	14%	2%

The profile of Georgia's superintendents was further defined by number of years in a position and by school grade level of previous work experience.

Number of Years

On the average seven out of ten superintendents in Georgia's school systems reported spending approximately five and one-half years as a teacher as well as five and one-half years as a principal before becoming the top administrator in the system. Superintendents held other positions for shorter periods of time as reported in Table 9. For example, superintendents have experience as assistant principals, central office administrators, and as PE teachers/coaches/athletic directors, to name only three.

TABLE 9

Positions Held By Georgia's Superintendents
by Average Number of Years

Position	Percentage	Years
Teacher	78%	5.4
Principal	69%	5.6
Assistant Principal	33%	1.0
Central Office Administrator	32%	1.9
PE Teacher/Coach/Athletic Director	29%	2.5
Non-School Related Position	16%	---
Counselor/Department Head	6%	.2

No appreciable differences in the average number of years of previous experience occur between appointed and elected superintendents. However, appreciable differences occur among the geographic areas in the average number of years superintendents have served as a principal and as a teacher before becoming a superintendent. (See Table 10)

School Grade Level

Furthermore, appreciable differences occur in the school grade level of previous work experience between appointed and elected superintendents.

Table 10 records the three most prevalent positions held by Georgia's superintendents by selection method as well as by geographic area.

TABLE 10

Positions Held by Georgia's Superintendents by School Grade Level, Selection Method, and Geographic Area

Position	Elementary	Middle	High
All Superintendents			
Teacher	4%	16%	80%
Principal	36%	10%	54%
Asst. Principal	13%	15%	72%

Position	Years		Elementary		Middle		High	
Selection	AP	EL	AP	EL	AP	EL	AP	EL
Teacher	4.4	6.0	4%	4%	21%	12%	75%	84%
Principal	6.3	5.2	22%	46%	10%	11%	68%	43%
Asst. Principal	1.0	1.1	11%	14%	5%	20%	84%	66%

Position	%	YRS	Elementary	Middle	High
Geographic Area					
Teacher					
Central	84%	6.5	4%	15%	81%
North Central	82%	5.9	6%	29%	65%
Southeast	80%	5.4	3%	13%	84%
North	77%	5.5	7%	7%	86%
Southwest	67%	3.8	---	23%	77%
Principal					
North Central	77%	7.8	34%	13%	53%
Southeast	72%	5.2	45%	10%	45%
Southwest	69%	5.2	41%	11%	48%
North	65%	5.2	41%	11%	48%
Central	65%	4.5	28%	5%	67%
Assistant Principal					
Southeast	42%	1.5	19%	---	81%
Central	35%	.9	18%	18%	64%
North	33%	1.3	14%	---	86%
North Central	27%	.5	---	40%	60%
Southwest	25%	1.5	---	50%	50%

Motivation

In addition to recording demographic data, educational preparation, and experience, the Professional Standards Commission asked the chief administrators the main reason they chose to become a superintendent.

Sixty-seven percent (67%) of responding superintendents reported the main reason they became a superintendent was to "improve service in education."

Table 11 reports the main reasons given by responding superintendents and by appointed and elected superintendents. No appreciable differences in the main reasons given for becoming a superintendent occur among the geographic areas.

TABLE 11

Reason for Becoming Superintendent by Selection Method

Reason	Appointed	Elected	TOTAL
Improve Service in Education	58%	73%	67%
Personal Achievement	19%	10%	14%
Encouragement of Others	9%	8%	8%
Improved Income	9%	4%	6%
More Leadership Authority	5%	5%	5%

The last item in the profile of the Georgia superintendent in this survey is the number of years of service as superintendent. Both appointed and elected superintendents in all five regions tend to have served about the same number of years, with no major differences between selection method and geographic area. Statewide, superintendents have served an average of 8.1 years, with superintendents in the Southeast having served one year less as an average.

Superintendents' Perceptions of the Georgia Principalship

Georgia's superintendents were asked seven survey questions about their perception of principals. These questions focused on the role, selection, recruitment, preparation, inservice, authority, and evaluation of principals. These perceptions form the main portion of this paper, and along with "The Principal: A Crucial Element in Quality Education," another Commission working paper, September, 1983, this current paper continues the series examining the nature of the Georgia public school principalship.

Role of Principals

Based on the Professional Standards Commission's survey in December, 1983, superintendents expect principals to be instructional leaders and school managers. Sixty-four percent (64%) of the responding superintendents viewed the "most important" role of principals as instructional leader and 31% of the superintendents viewed the "most important" role as school manager. Of course, a principal was also viewed as a disciplinarian (4%) and planner (1%) by the other responding superintendents. When school superintendents were asked the "second most important" role for principals, school manager was mentioned by 40%, while 25% of the superintendents listed instructional leader. Table 12 summarizes the two primary roles described as "most important" and "second most important" as reported by responding superintendents.

No appreciable differences in perception of the role of principals occur between appointed and elected superintendents. However, appreciable differences do occur among the geographic areas. For

example, 79% of the superintendents in the North and 51% of the superintendents in the Central area viewed the "most important" role for principals as instructional leaders.

TABLE 12

Superintendents' Perception of Principals' Roles by Selection Method and Geographic Area

Most Important Role	Appointed	Elected	TOTAL
Instructional Leader	67%	62%	64%
School Manager	29%	33%	31%
Second Most Important Role			
School Manager	43%	37%	40%
Instructional Leader	23%	26%	25%

Most Important Role	N	NC	C	SE	SW
Instructional Leader	79%	75%	51%	56%	62%
School Manager	21%	25%	34%	38%	36%
Second Most Important Role					
School Manager	41%	45%	31%	41%	41%
Instructional Leader	19%	20%	37%	26%	22%

Selection of Principals

When superintendents were surveyed regarding the criteria they apply to the principal selection process, they ranked thirteen criteria as follows: (a) "highly important" (H), (b) "moderately important" (MD) and (c) "of minor importance" (M). Evidence of integrity, dependability, and willingness to follow directions; evidence of managerial and supervisory skills; and the personality of the applicant were the criteria rated "highly important" by all respondents in the State. Table 13 lists all criteria and ratings.

TABLE 13

Importance of Thirteen Selection Criteria for Principals

Criteria	Importance		
	High	Moderate	Minor
Evidence of integrity, dependability, and willingness to follow directions	96%	3%	1%
Evidence of managerial and supervisory skills	92%	7%	1%
Personality of applicant	84%	15%	1%
Evidence of candidate's adaptability to local environment	80%	18%	2%
Possession of an AS-5 certificate	71%	24%	5%
Evidence of public relations skills	68%	31%	1%
Recommendations of superintendent's colleagues	61%	33%	6%
Accomplishment of candidate as a master teacher	48%	45%	7%
Previous experience as a principal	38%	51%	11%
Previous experience as an assistant principal	34%	51%	15%
Experience in the school system	31%	43%	26%
Academic record of the applicant	30%	62%	8%
Recommendations of consultants/ specialists	21%	47%	32%

No appreciable differences in ranking of the four most important selection criteria occur between appointed and elected superintendents. Table 14 ranks the thirteen criteria by appointed and elected superintendents.

TABLE 14

Selection Criteria for Principals by Selection Method

Criteria	Appointed			Elected		
	Importance			Importance		
	High	Mod.	Minor	High	Mod.	Minor
	%	%	%	%	%	%
Evidence of integrity, dependability, and willingness to follow directions	97	3	--	94	4	2
Evidence of managerial and supervisory skills	96	4	--	90	8	2
Personality of applicant	84	15	1	85	14	1
Evidence of candidate's adaptability to local environment	83	17	--	79	18	3
Possession of an AS-5 certificate	72	24	4	70	24	6
Evidence of public relations skills	71	29	--	66	32	2
Recommendations of superintendent's colleagues	57	39	4	63	30	7
Accomplishment of candidate as a master teacher	45	54	1	50	40	10
Previous experience as a principal	37	49	14	39	52	9
Previous experience as an assistant principal	26	59	15	39	46	15
Experience in the school system	26	41	33	34	45	21
Academic record of the applicant	38	61	1	25	63	12
Recommendations of consultants/specialists	20	47	33	21	48	31

Forty percent (40%) of the superintendents in the North and 14% the superintendents in the North Central area rated previous perience as an assistant principal as "highly important." The eatest single difference of opinion about selection factors took ace within the rating "moderately important" for experience as sistant principals.

Six of the thirteen criteria showed a percentage variation of % or more, especially within the ratings of academic record, pos-ssion of an AS-5 certificate, and previous administrative experi-ce. Table 15 records ratings by geographic area for all thirteen iteria.

TABLE 15

Selection Criteria for Principals by Geographic Area

Criteria	Geographic Area														
	North			N. Central			Central			Southeast			Southwest		
	H	MD	M	H	MD	M	H	MD	M	H	MD	M	H	MD	M
Evidence of integrity, dependability, and willingness to follow directions	95	5	—	100	—	—	94	3	3	96	2	2	94	6	—
Evidence of managerial and supervisory skills	86	14	—	91	9	—	94	3	3	98	—	2	92	8	—
Personality of applicant	81	19	—	86	14	—	84	16	—	88	7	5	84	16	—
Evidence of candidate's adaptability to local environment	74	26	—	86	14	—	78	19	3	88	10	2	78	19	3
Possession of an AS-5 certificate	69	26	5	50	41	9	78	22	—	71	24	5	78	14	8
Evidence of public relations skills	63	37	—	77	23	—	78	22	—	72	26	2	53	44	3
Recommendations of superintendent's colleagues	58	37	5	64	27	9	65	32	3	55	38	7	64	28	8
Accomplishment of candidate as a master teacher	51	44	5	36	50	14	51	38	11	48	50	2	50	44	6
Previous experience as a principal	37	54	9	32	59	9	28	58	14	48	40	12	42	47	11
Previous experience as an assistant principal	40	44	16	14	82	4	38	38	24	33	48	19	38	56	6
Experience in school system	28	42	30	27	59	14	32	35	33	36	45	19	30	42	28
Academic record of applicant	33	58	9	36	64	—	32	54	14	28	62	10	22	75	3
Recommendations of consultants/specialists	21	44	35	14	59	27	24	43	33	17	51	32	25	44	31

Recruitment of Principals

In addition to the criteria listed above as important, the recruitment of principals is a serious consideration. Forty-four percent (44%) of the responding superintendents (79) reported principals are recruited mostly within their systems. When the pool of appointed and elected superintendents' responses is examined, almost 50% of the appointed superintendents (49%) reported recruiting mostly within their systems. Forty-one percent (41%) of the responding elected superintendents also reported recruiting from mostly within their systems. Table 16 summarizes the recruitment of principals by total pool, selection method, and geographic area.

TABLE 16

Recruitment of Principals by Selection Method and Geographic Area

Recruitment	Appointed	Elected	TOTAL
Entirely Within the System	6%	17%	13%
Mostly Within the System	49%	41%	44%
Equally Within and Outside	26%	28%	27%
Mostly Outside the System	17%	10%	13%
Entirely Outside the System	2%	4%	3%

Recruitment	N	NC	C	SE	SW
Entirely Within	12%	13%	11%	9%	19%
Mostly Within	28%	59%	41%	48%	53%
Equally Within/Outside	39%	14%	35%	24%	16%
Mostly Outside	21%	14%	8%	14%	6%
Entirely Outside	---	---	5%	5%	6%

When Georgia superintendents were asked if they have published policies/guidelines for the recruitment or selection of principals, 90% (157) reported they did not have published policies and guidelines for the recruitment or selection of principals. Only 18 superintendents reported having published recruitment or selection policies.

No appreciable differences in the absence of published policies/guidelines occur between appointed and elected superintendents. However, Table 17 lists differences by geographic area in the percentage of superintendents that did not have published policies/guidelines for recruitment or selection of principals.

TABLE 17

Published Recruitment or Selection Policies/Guidelines by Selection Method and Geographic Area

Published Policies	Appointed	Elected	Total
Yes	12%	9%	10%
No	88%	91%	90%

Published Policies	N	NC	C	SE	SW
Yes	5%	27%	9%	11%	7%
No	95%	73%	91%	89%	93%

Preparation of Principals

The superintendents were asked one question concerning courses which should be included in a core curriculum for the preparation of principals. Superintendents were asked to select six (6) courses that they felt should definitely be included in the core curriculum. The results are tabulated by total pool of superintendents and by appointed and elected superintendents in Table 18. A further analysis of courses and selection method follows the table.

TABLE 18

Desired Core Curriculum for Principals as Viewed by Superintendents by Selection Method

Course Description	AP	EL	TOTAL
Instructional Evaluation/Supervision	96%	87%	90%
Curriculum Development	88%	81%	84%
Personnel Evaluation	82%	81%	82%
General School Administration	75%	79%	78%
Education and the Law	61%	81%	74%
Staff Development: Process & Practice	64%	56%	59%
School Finance/Economics	54%	59%	57%
School Organization	43%	36%	38%
Educational Psychology	12%	14%	14%
Public Administration	7%	12%	10%
History and Philosophy of Education	6%	7%	7%
Politics of Education	1%	6%	5%
Teacher Negotiations	6%	1%	3%
Sociology of Education	1%	2%	2%

Approximately 60% of responding superintendents rank the six most desired courses in a core curriculum for principal preparation programs as: (a) Instructional Evaluation/Supervision (90%); (b) Curriculum Development (84%); (c) Personnel Evaluation (82%); (d) General School Administration (78%); (e) Education and the Law (74%); and (f) Staff Development: Process and Practice (59%).

Some different observations can be noticed when the spread between percentage by selection method is ranked. Using a percentage spread, the top three (3) courses with a different rating of importance are education and the law, instructional evaluation, and staff development. Furthermore, elected superintendents show a higher rating for such courses as politics of education, public administration, and school finance/economics. Appointed superintendents consistently recommend a course preference dealing with instruction, curriculum, and school organization. Noticeable also is

the higher preference by appointed superintendents for courses in teacher negotiations.

In addition to academic preparation, superintendents were asked about the best practical preparation for the principalship. Fifty-five percent (55%) of responding superintendents rated the internship as the best practical preparation for the principalship. Table 19 records five practical preparation methods as viewed by appointed and elected respondents and in all geographic areas. Sixty-nine percent (69%) of the superintendents in the Southeast and 45% of the superintendents in the North Central area viewed the internship as the best practical preparation for the principalship.

TABLE 19

Superintendents' View of Practical Preparation for Principals by Selection Method and Geographic Area

Preparation	AP	EL	TOTAL
Internship with an Exemplary Principal	52%	58%	55%
Assistant Principalship	26%	24%	25%
Experience as a Classroom Teacher	12%	13%	13%
Master Teacher	10%	3%	6%
Management Experience Outside Education	---	2%	1%

Preparation	N	NC	C	SE	SW
Internship	48%	45%	51%	69%	58%
Asst. Principalship	29%	41%	27%	14%	22%
Classroom Teacher	14%	9%	14%	12%	11%
Master Teacher	9%	5%	3%	5%	9%
Mgmt. Exp. Outside Ed.	---	---	5%	---	---

Inservice for Principals

The superintendents were asked to respond to the question: "Is there a planned program of inservice training available for principals in your school system?" Sixty percent (60%) of responding

superintendents reported a planned program of inservice training was available for principals in their 107 systems.

Forty percent (40%) of the superintendents reported no planned program of inservice training was available for principals in their 72 systems.

When selection method of superintendent was examined, 72% of appointed and 50% of elected superintendents reported a planned program of inservice training was available for principals.

The same question received a response by geographic area. In the Central, Southeast, and Southwest sections of Georgia, at least four out of ten systems in each area reported they did not have a planned program of inservice training. Table 20 records the availability of inservice programs by selection method and geographic area as well as by total school systems.

TABLE 20

Availability of Inservice Programs
by Selection Method and Geographic Area

Systems	Appointed	Elected	TOTAL
With Planned Programs (107)	72%	50%	60%
Without Planned Programs (72)	28%	50%	40%

Systems	N	NC	C	SE	SW
With Planned Programs (107)	67%	77%	57%	60%	44%
Without Planned Programs (72)	33%	23%	43%	40%	56%

Another question asked who chooses/recommends the inservice courses principals take when such a program does exist. Of the 107 superintendents reporting a planned program of inservice training,

the decisions about recommended courses originated from the principals and central office together (31%) or from either the principal (20%) or the central office (23%) separately.

Slightly more recommendations came from either the principal or the central office under elected superintendents while under the appointed superintendents more recommended courses came from principal and central office staff. Sponsoring organizations (local school systems, CESAs, colleges, universities, etc.) rated relatively low as a source of decisions about courses for principals, except in the Central geographic area.

Table 21 lists the sources of course selection for principals.

TABLE 21

Source of Course Selection
by Selection Method and Geographic Area

Source	AP	EL	TOTAL
Principal and Central Office	43%	20%	31%
Principal	20%	31%	26%
Central Office	18%	27%	23%
Sponsoring Organization	12%	15%	13%
Principal, Central Office, and Sponsoring Organization	6%	7%	6%
Central Office and Sponsoring Organization	1%	--	1%

Source	N	NC	C	SE	SW
Principal and Central Office	28%	50%	20%	23%	44%
Principal	22%	18%	30%	34%	19%
Central Office	28%	13%	20%	23%	25%
Sponsoring Organization	11%	13%	25%	12%	6%
Principal, Central Office, and Sponsoring Organization	11%	6%	5%	4%	6%
Central Office and Sponsoring Organization	--	--	--	4%	--

Authority of Principals

Training, experience, responsibility, and authority all interact to provide principals with the necessary traits and skills for the role of school building leader. In each system the superintendents were asked how much authority do principals have to affect certain activities. Table 22 summarizes the activities by total superintendent pool and by selection method.

TABLE 22

Principals' Authority as Reported by Superintendents by Selection Method

Activity (Mean Scores*)	AP	EL	TOTAL
Evaluating Instruction	8.1	8.1	8.1
Formulating School Discipline Procedures	7.9	7.8	7.8
Determining Extra-Curricular Programs	7.8	7.6	7.7
Determining Hiring and Retention	7.6	7.6	7.6
Determining Staffing Patterns	7.2	7.2	7.2
Determining School Policies	6.9	7.1	7.0
Allocating School Resources	7.2	6.7	6.9
Facilitating Change	6.9	6.8	6.8
Managing Vocational Programs	6.7	6.4	6.5
Formulating Staff Development Programs	6.6	6.3	6.4
Managing Special Education Programs	6.3	6.0	6.0
Managing Federally-Mandated Programs	6.0	5.7	5.8
Determining School Budget	5.7	5.4	5.5

*Authority was scaled from TOTAL to NONE on a numerical scale of 9 to 1.

Superintendents reported principals had authority to be instructional leaders and school managers. Superintendents stated principals had the most authority to evaluate instruction, formulate school discipline procedures, determine extra-curricular programs, and determine hiring and retention. Superintendents reported that principals had the least authority to affect school budgets and manage federally-mandated programs. However, no appreciable differ-

ences in the superintendents' reporting of the principals' authority occur among the geographic areas or between appointed or elected superintendents.

Evaluation of Principals

Most systems (95%) reported using some system of evaluation for principals. Approximately half (49%) reported an annual checklist, while the remaining superintendents reported one of four other methods listed in Table 23.

TABLE 23

Type of Evaluation by Selection Method

Type of Evaluation	AP	EL	TOTAL
Annual Checklist	49%	49%	49% (87)
Annual Formal Written	31%	18%	23% (41)
Informal Conference	7%	20%	15% (27)
Job Description	9%	7%	8% (14)
No Evaluation	4%	6%	5% (9)

Superintendents also reported on the use of evaluation. Seventy-one percent (71%) reported using evaluation to suggest/recommend inservice training. Nearly one-third of the superintendents (29%) reported not using evaluations to recommend inservice training. Table 24 summarizes the findings for all systems by selection method and by geographic area.

TABLE 24

Use of Evaluation for Inservice
by Selection Method and Geographic Area

	TOTAL	SELECTION		GEOGRAPHIC AREA				
In Use		AP	EL	N	NC	C	SE	SW
YES	71% (120)	79%	67%	78%	71%	76%	72%	56%
NO	29% (48)	21%	33%	22%	29%	24%	28%	44%

Superintendents' Perspectives: Past, Present, and Future

The first part of this paper profiled Georgia superintendents. The second section analyzed the Georgia superintendents' perceptions of principals based upon responses to seven questions. The third portion of this paper focuses on the superintendents' perspectives on the performance of principals, as well as the superintendents' projections for staff openings and reductions. The final segment of the paper will summarize the superintendents' proposals for strengthening the delivery of public education in Georgia.

Quality of Applicants During the Past Five Years

The surveyed superintendents were asked whether the quality of applicants for the principalship and other administrative positions improved, remained the same, or declined during the past five years. Fifty-seven percent (57%) of the respondents (103 superintendents) answered that the quality had improved. Thirty-six percent (65 superintendents) stated the quality had remained the same. Seven percent, or only 12 superintendents, cited preparation programs and salary as reasons for the decline in quality.

Table 25 reports the superintendents' overall assessment of the quality of applicants by selection method and geographic area. Superintendents in the North and North Central area stated that the quality of applicants in their regions had improved a good deal more than the State average.

TABLE 25

Superintendents' Assessment of the Quality of Applicants for the Principalship and Other Administrative Positions by Selection Method and Geographic Area

Assessment	Appointed	Elected	TOTAL
Increased Quality	62%	55%	57%
Same Quality	34%	37%	36%
Decreased Quality	4%	8%	7%

Assessment	N	NC	C	SE	SW
Increased Quality	72%(31)	70%(16)	54%(20)	44%(16)	49%(20)
Same Quality	23%(10)	30%(7)	41%(15)	39%(14)	46%(19)
Decreased Quality	5%(2)	--	5%(2)	17%(6)	5%(2)

Present Level of Satisfaction

Superintendents were asked whether they were "entirely satisfied" (ES), "mostly satisfied" (MS), "equally satisfied and dissatisfied" (ES/D), "mostly dissatisfied" (MD), or "entirely dissatisfied" (ED), with nine (9) categories affecting education in Georgia. A majority of the superintendents responded they were "satisfied" in four categories: eighty-five percent (85%) of the superintendents expressed satisfaction with the performance of a majority of their principals; seventy-four percent (74%) expressed satisfaction with the quality of teachers in their systems; sixty-three percent (63%) expressed satisfaction with the administrators' certification standards; and fifty-one percent (51%) expressed satisfaction with the leadership preparation programs.

In the area of State funding, the superintendents registered their least satisfaction. Only nineteen percent (19%) of the responding superintendents were "entirely" or "mostly satisfied" with the level of State funding. In five categories the level of

satisfaction was below 50% when "satisfaction" reflects "entirely" and "mostly".

Appreciable differences occur among the geographic areas in the superintendents' ratings of the following items: (1) Teacher Quality was rated as "entirely" or "mostly" satisfied by 88% of the superintendents in the North and 62% of the superintendents in the Central area and (2) Administrators' Certification Standards were rated as satisfied by 78% in the Southwest and by 55% in the North Central area.

Tables 26 and 27 show the level and degree of satisfaction by total pool of superintendents and selection method, respectively.

TABLE 26

Superintendents' Level of Satisfaction
by Rank Order (%)

Category	TOTAL
Principals' Performance	85%
Teacher Quality	74%
Administrators' Certification Standards	63%
Leadership Preparation Programs	51%
Local Funding	47%
Quality of Public Education	46%
Inservice for Principals	38%
Student Achievement	38%
State Funding	19%

TABLE 27

Superintendents' Satisfaction by Selection Method

Category	Satisfied/Dissatisfied									
	ES		MS		ES/D		MD		ED	
	AP	EL	AP	EL	AP	EL	AP	EL	AP	EL
Principals' Perform.	6%	8%	77%	78%	14%	13%	3%	1%	---	---
Teacher Quality	3%	1%	74%	71%	19%	23%	4%	4%	---	1%
Leadership Prep.	7%	8%	40%	46%	41%	34%	10%	10%	1%	2%
Local Funding	4%	10%	41%	38%	32%	29%	20%	19%	3%	5%
Quality--Public Ed.	---	2%	46%	44%	48%	45%	6%	9%	---	---
Inservice--Prin.	4%	5%	28%	37%	49%	30%	18%	26%	1%	2%
Student Achievement	---	1%	40%	35%	49%	44%	11%	19%	---	1%
State Funding	---	3%	19%	17%	25%	31%	43%	38%	13%	11%
Admin. Cert. Stds.	---	---	---	---	---	---	---	---	---	---

In a second question on the level of satisfaction with the performance of principals, the surveyed superintendents indicated their satisfaction relative to eight areas on a five-item scale. Table 28 reports these areas and superintendents' degree of satisfaction/dissatisfaction.

TABLE 28

Superintendents' Satisfaction With Eight Areas of Principals' Performance

Areas of Principals' Performance	Satisfied/Dissatisfied				
	ES	MS	ES/D	MD	ED
Improving School Climate	5%	65%	26%	4%	--
Improving Teacher Morale	3%	58%	31%	8%	--
Evaluating Personnel	6%	54%	30%	9%	1%
Instructional Leadership	4%	51%	38%	6%	1%
Curriculum Development	3%	51%	35%	9%	2%
Improving Student Achvemt	2%	49%	41%	8%	--
Evaluating Instruction	2%	48%	37%	12%	1%
Increasing Parental Support for Academic Achvemt	2%	43%	42%	13%	--

Variations in degree of satisfaction between appointed and elected superintendents were minimal. Two exceptions did appear and are reported in Table 29.

TABLE 29

Superintendents' Satisfaction with Principals' Performance In Two Selected Areas by Selection Method

Areas of Principals' Performance	Satisfied/Dissatisfied				
	ES	MS	ES/D	MD	ED
Curriculum Development					
Appointed	1%	43%	43%	13%	--
Elected	4%	57%	31%	7%	1%
Improving Student Achievement					
Appointed	--	58%	36%	6%	--
Elected	4%	43%	44%	9%	--

Appreciable differences occur among the geographic areas in the rating of superintendents as "entirely" or "mostly satisfied" with the principals' performance in two areas as follows: (1) Improving Student Achievement was rated as satisfied by 64% in the Southwest and by 32% in the Central area and (2) Instructional Leadership was rated as satisfied by 69% in the Southwest and by 49% in the Central area.

Future Openings and Reductions

Superintendents were questioned about the anticipated staff openings in their systems for each of seven types of administrative positions: (1) central office administrator; (2) high school principal; (3) middle school principal; (4) elementary school principal; (5) high school assistant principal; (6) middle school assistant principal; and (7) elementary school assistant principal.

Overall, 171 superintendents projected the need for 970 administrative positions in the next five years. In four of the next five next years, the single administrative position projected to have the greatest number of anticipated openings is central office administrator. Similarly, during four of the next five years the

second highest number of anticipated administrative openings are projected to occur in the elementary school principal positions. In the 1985-86 school year the anticipated openings for these two positions are almost identical, with the number slightly higher for elementary school principals.

Question number eight is reproduced and Table 30 details the number of openings projected by the superintendents.

Question 8: For each of the school years indicated below, please indicate the number of ANTICIPATED OPENINGS in your system for each of the administrative positions.

TABLE 30

Superintendents' Projections for Anticipated Staff Openings

Position	84-85	85-86	86-87	87-88	88-89	TOTAL
Central Office Admin.	62	54	52	52	52	272
High School Principal(9-12)	21	22	27	16	12	98
Middle School Prin. (4-8)	18	25	27	15	8	93
Elem. School Prin. (K-3)	40	56	47	43	32	218
High School Asst. Prin.	35	40	30	22	22	149
Middle School Asst. Prin.	20	17	23	18	13	91
Elem. School Asst. Prin.	12	15	10	8	4	49
N=171 TOTAL	208	229	216	174	143	970

Table 31 reports these anticipated openings for central office administrators and elementary school principals by geographic area.

TABLE 31

Anticipated Openings for Selective Positions
by Year and Geographic Area

School Year / Position	Geographic Area N	NC	C	SE	SW	TOTAL
84-85						
Central Office Admin.	11	17	16	11	7	62
Elem. School. Prin.	8	9	9	4	10	40
85-86						
Central Office Admin.	11	9	11	16	7	54
Elem. School Prin.	11	14	10	14	7	56
86-87						
Central Office Admin.	13	13	9	13	4	52
Elem. School Prin.	10	15	14	4	4	47
87-88						
Central Office Admin.	13	15	10	12	2	52
Elem. School Prin.	6	12	10	13	3	43
88-89						
Central Office Admin.	7	16	10	13	6	52
Elem. School Prin.	6	10	8	7	1	32
TOTAL						
Central Office Admin.	55	70	56	65	26	272
Elem. School Prin.	41	60	51	42	24	218

A second question related to future personnel reductions. Question 10 requested superintendents to record "ANTICIPATED REDUCTIONS" by position for the same five years. More elementary school principals and central office administrator positions are anticipated to be reduced than all other positions combined, yet these two positions are also slotted each year for more anticipated openings than any other positions.

Table 32 reports these reductions and details them by school year. Table 33 reviews by geographic area the same central office and elementary school positions slotted for reduction during the next five years.

TABLE 32

Superintendents' Projections for Anticipated Staff Reductions

Position	84-85	85-86	86-87	87-88	88-89	TOTAL
Central Office Admin.	9	8	10	3	3	33
High School Principal(9-12)	0	6	6	4	4	20
Middle School Prin. (4-8)	0	1	2	0	0	3
Elem. School Prin. (K-3)	9	11	18	11	12	61
High School Asst. Prin.	4	4	5	3	5	21
Middle School Asst. Prin.	1	3	1	1	0	6
Elem. School Asst. Prin.	2	9	5	2	2	20
N=144 TOTAL	25	42	47	24	26	164

TABLE 33

Anticipated Reductions for Selective Positions by Year and Geographic Area

School Year / Position	Geographic Area N	NC	C	SE	SW	TOTAL
84-85						
Central Office Admin.	1	3	3	2	0	9
Elem. School. Prin.	0	3	6	0	0	9
85-86						
Central Office Admin.	0	4	2	1	1	8
Elem. School Prin.	1	6	0	1	3	11
86-87						
Central Office Admin.	0	3	2	3	2	10
Elem. School Prin.	3	9	0	6	0	18
87-88						
Central Office Admin.	0	1	2	0	0	3
Elem. School Prin.	0	5	2	4	0	11
88-89						
Central Office Admin.	0	2	1	0	0	3
Elem. School Prin.	0	6	4	1	1	12
TOTAL						
Central Office Admin.	1	13	10	6	3	33
Elem. School Prin.	4	29	12	12	4	61

Superintendents' Proposals

Superintendents' suggestions for strengthening the delivery of public education were grouped into five major topics: financial support, standards and policies, preservice and inservice preparation, leadership, and public commitment. A total of 135 superintendents made 307 suggestions.

Financial Support

Additional financial support for education was the biggest area of concern. Seventy-three of 135 responding superintendents (54%) desired increased financial support. They listed 98 suggestions for utilization of this increased financial support. Increased salaries for teachers, better pay for all educators, additional State funds, and more money in general were among the suggestions made to improve the delivery of public education. (See Table 34)

TABLE 34

Superintendents' Proposals for Strengthening Financial Support

Suggestion	TOTAL
More Teacher Pay	30
Better Pay for All Educators	14
More State Funding	11
More Money	10
Funding for APEG (Adequate Program for Education in Georgia)	8
New Sources of School Financing	8
Additional Instructional Supervisory Staff	4
Merit Pay	4
Better Utilization of Resources	2
Raise Taxes (Sales) with Revenue Spent on Education	2
Funding for Language Specialist (Foreign)	1
Funding to Employ Principals for 11-month Contract	1
Increase Local Taxes	1
Money for Instructional Supplies (Elementary)	1
More Pay for Administrators in Low Socioeconomic Areas	1
	98

Standards and Policies

The general strengthening of standards and policies was the second biggest area of concern. Sixty-two of 135 superintendents (46%) listed 77 suggestions in this area. Emphasizing the basics, by eliminating some programs, eliminating tenure, evaluating teachers, lowering pupil-teacher ratio, and stressing academics were recommendations made to strengthen public education. (See Table 35)

TABLE 35

Superintendents' Proposals for Strengthening Standards and Policies

Suggestion	TOTAL
Emphasis on Basics/Eliminate Some Programs	9
Eliminate Teacher Tenure	5
Evaluation of Teachers	5
Lower Pupil-Teacher Ratio	5
Stronger Academic Program	5
Local Control of Fiscal Allocations	4
More Selective Hiring of Teachers	4
More Teacher Time on Instruction; Less on Other Activities	4
Strengthen Promotion and Retention Policies	4
Eliminate Elected Superintendents	3
Equalize Funding for Systems	3
Evaluation of Leadership	3
More Stringent Requirements for Board of Education Members	3
Abolish Salary Schedules and Allow Local Boards to Negotiate without Regard to Level of Certification	2
Mandatory State-Wide Kindergarten	2
More Time on Task	2
Regional Centers to Develop Activities for Extended School Year	2
Require More of Students	2
Select Administrators Based on Qualifications, Not Politics	2
Certification Be Made Part of Graduation	1
Eliminate Competency-Based Education (CBE)	1
Eliminate Court Suits	1
Equalize Opportunities	1
Higher Graduation Requirements	1
Require More of Teachers	1
Seek Recommendations from Experienced, Trained Educators	1
Stricter Regimentation in Elementary Schools	1
	77

Leadership

Strengthening leadership at all levels was the third major category. Forty of the 135 superintendents (30%) offered 40 suggestions in this area. Better management by principals/central office and better leadership in general--Governor, General Assembly, boards and superintendents--were cited as needed improvements. (See Table 36)

TABLE 36

Superintendents' Proposals for Strengthening Leadership at All Levels

Suggestion	TOTAL
Better Management by Principals and Central Office	12
Better Leadership	8
Committed Efforts by All Parties/Dedication	3
More Action by General Assembly Members	3
Need Progressive Governor	3
State Officials Take Positive Image Toward Education	2
Bold and Daring Leaders	1
Creative Thinking	1
Develop Mission Which Citizens Can Support; Then Seek That Support	1
Make Education Top Priority	1
More Authority to Elected Educators	1
Pick Goals and Stick with Them	1
Superintendent Should Set Expectations and Follow Through	1
Take Education Out of Political Communities	1
Working Relationships Between Local Systems and State Department of Education	1
	40

Preservice and Inservice Preparation

The preservice and inservice preparation of teachers and administrators was the fourth largest area of concern. In this category, 38 superintendents (28%) listed 66 suggestions. Better college preparation for teachers topped the list. Better college preparation for principals and administrators was second. Improving staff development programs and strengthening the instructional leadership

of the principal were other frequently cited suggestions. (See Table 37)

TABLE 37

Superintendents' Proposals for Strengthening Preservice and Inservice Preparation

Suggestion	TOTAL
Better College Training for Teachers	19
Better Training for Principals/Administrators	14
Better Staff Development Programs	9
Strengthening Instructional Leadership of Principals	8
Emphasize Teaching Field Without "Garbage" Education Courses	4
More Business Management Training for Administrators	4
Extend Work Year for 30 Days for Staff Development	2
Administrators Must Be Experts in Curriculum	1
Hold Colleges More Accountable for Product	1
Improve Internship	1
Internship of Teachers for Criterion-Referenced Tests (CRT)	1
Mandatory Staff Development for all Leadership Persons	1
Strengthen Admission to Teacher Preparation	1
	66

Public Commitment

Strengthening public commitment to education was the fifth category. Twenty-two of 135 superintendents (16%) made 24 suggestions in this area. Strong parental support for students, strict discipline of students, and increased public awareness and public support were included as suggestions for improvement. (See Table 38)

TABLE 38

Superintendents' Proposals for Strengthening Public Commitment and Awareness

Suggestion	TOTAL
Strong Parental Support for Students	5
Public Awareness	4
Public Support	4
Strict Discipline of Students	4
Increase School-Community Relations	3
Good Public Relations (Education is O.K.)	2
Statewide School-Community Relations Program	2
	24

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OFFICE OF THE GOVERNOR
ATLANTA, GEORGIA 30334

Joe Frank Harris
GOVERNOR

December 2, 1983

Dear Superintendent:

All Georgians are vitally interested in a quality education for our students. As we work to increase that quality, effective application of leadership and management skills is vital.

Principals play an important role in determining the quality of education provided within our schools. Your input in clarifying effective leadership skills for principals can have a strong influence upon the quality of education in our State.

The accompanying questionnaire is an important step in increasing that clarification.

We encourage you to participate in this project and return the enclosed questionnaire.

Joe Frank Harris
Governor of Georgia

Charles McDaniel
State Superintendent of Schools

Professional Standards Commission

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Richard Young

December 2, 1983

Dear Superintendent:

The Professional Standards Commission recently surveyed all principals to obtain their views on leadership preparation and on the role of the principal. Now the Commission is seeking the views of superintendents on these issues. We shall appreciate your assistance in filling out and returning the enclosed questionnaire.

The questionnaire objectives are to accomplish the following:

- To compile information on leadership preparation,
- To compile information on the tasks/roles of the principal, and
- To determine future directions and standards for preparing educational leaders in Georgia.

The questionnaire will provide another means of assessing these important issues. It will also give you an opportunity to have a direct voice in the types of preparation you see necessary and in the programs you feel are most effective in preparing educational leaders.

To enhance analysis of the information provided, we are seeking a brief composite profile of respondents.

The questionnaire results will be confidential. No respondent will be identified by name. Only group data will be analyzed and reported.

Your help and input are vital. We need your response no later than December 16, 1983. Thank you for your assistance.

Sincerely,

H. M. Fulbright
Executive Director, GAEL

Barbara R. Hatton
Chairman, Professional Standards Commission

APPENDIX B

CHIEF ADMINISTRATOR QUESTIONNAIRE

NOTE: PLEASE DO NOT WRITE YOUR NAME ON THE QUESTIONNAIRE. A SUBJECT NUMBER IS ATTACHED TO FACILITATE A FOLLOW-UP, IF NECESSARY. ONLY GROUP DATA WILL BE REPORTED SO THAT THE CONFIDENTIALITY OF YOUR RESPONSES IS NOT COMPROMISED.

DIRECTIONS: PLEASE CHECK THE CORRECT RESPONSE OR WRITE IN YOUR ANSWER FOR EACH QUESTION. THANK YOU VERY MUCH FOR YOUR COOPERATION.

---

1. Please indicate the following:

a) Your age: _____ years

b) Your sex: ☐ Male ☐ Female

c) Your race: ☐ White
☐ Black
☐ Other

d) The number of years you have been a superintendent:

_____ years

e) The highest academic degree that you have attained:

☐ Bachelor's
☐ Master's
☐ Specialist's
☐ Doctorate

f) The number of hours per week (including weekends) you work at your job:

_____ hours per week

2. Please check your MAIN reason for becoming a superintendent:

☐ Improved income
☐ More prestige
☐ More leadership authority
☐ Desire to improve service in education
☐ Encouragement of others
☐ Personal achievement

3. What was your position immediately prior to becoming a superintendent?

☐ Central Office Administrator
☐ Principal
☐ Assistant Principal
☐ PE Teacher/Coach/Athletic Director
☐ Teacher
☐ Counselor/Department Head
☐ Other _____ (specify)

4. Where did you complete the major portion of your undergraduate training?

☐ Within Georgia
☐ Outside Georgia

5. Where did you complete the major portion of your graduate training?

☐ Within Georgia
☐ Outside Georgia

6. Was the major portion of your previous work experience within or outside your present school system?

☐ Within school system
☐ Outside school system

7. Of the following positions, please check the positions **YOU HAVE HELD** and write in the **NUMBER OF YEARS** you have held that position. If applicable, please indicate the **SCHOOL GRADE LEVEL** at which the position was held:

Positions	No. of Years	School Grade Level (K-3)	(4-8)	(9-12)
☐ Central Office Administrator	____	☐	☐	☐
☐ Principal	____	☐	☐	☐
☐ Assistant Principal	____	☐	☐	☐
☐ PE Teacher/Coach/Athletic Director	____	☐	☐	☐
☐ Teacher	____	☐	☐	☐
☐ Counselor/Department Head	____	☐	☐	☐
☐ Non-school Related Position	____			

8. For each of the school years indicated below, please indicate the number of **ANTICIPATED OPENINGS** in your system for each of the administrative positions:

Positions	School Years 1984-85	1985-86	1986-87	1987-88	1988-89
Central Office Administrator					
High School Principal (9-12)					
Middle School Principal (4-8)					
Elementary School Principal (K-3)					
High School Asst. Principal					
Middle School Asst. Principal					
Elementary School Asst. Principal					

9. What are the two most important roles that **YOU EXPECT OF PRINCIPALS** in your school system? (Please check only **ONE** item in **EACH** column.)

Most Important Role	ROLES	Next Important Role
☐	Community Leader	☐
☐	Disciplinarian	☐
☐	Planner	☐
☐	School Manager	☐
☐	Instructional Leader	☐
☐	Coordinator of Extracurricular Activities	☐

10. For each of the school years indicated below, please indicate the number of **ANTICIPATED REDUCTIONS** in personnel in your system for each of the administrative positions:

Positions	School Years				
	1984-85	1985-86	1986-87	1987-88	1988-89
Central Office Administrator					
High School Principal (9-12)					
Middle School Principal (4-8)					
Elementary School Principal (K-3)					
High School Asst. Principal					
Middle School Asst. Principal					
Elementary School Asst. Principal					

11. Is there a planned program of inservice training available to principals in your school system? (If none, please indicate so and omit question 12.)

□ Yes □ No

12. If there is a planned program of inservice training available to principals in your school system, who chooses/recommends the courses that principals take?

□ The principal
□ The central office
□ The sponsoring organization

13. Please check **SIX** of the following courses that you feel should definitely be included in the **CORE CURRICULUM** of principal preparation programs:

□ General School Administration
□ Curriculum Development
□ School Finance/Economics
□ School Organization
□ Education and the Law
□ Teacher Negotiations
□ Politics of Education
□ History and Philosophy of Education
□ Educational Psychology
□ Sociology of Education
□ Public Administration
□ Personnel Evaluation
□ Instructional Evaluation/Supervision
□ Staff Development: Process and Practice

14. In your school system how much authority do principals have to affect the following activities? (Please **CIRCLE** the most appropriate number on the scale.)

Activity	TOTAL								NONE
Facilitating change	9	8	7	6	5	4	3	2	1
Determining staffing patterns	9	8	7	6	5	4	3	2	1
Determining hiring and retention	9	8	7	6	5	4	3	2	1
Determining school budget	9	8	7	6	5	4	3	2	1
Allocating school resources	9	8	7	6	5	4	3	2	1
Determining school policies	9	8	7	6	5	4	3	2	1
Evaluating instruction	9	8	7	6	5	4	3	2	1
Formulating school discipline procedures	9	8	7	6	5	4	3	2	1
Formulating staff development programs	9	8	7	6	5	4	3	2	1
Determining extra-curricular programs	9	8	7	6	5	4	3	2	1
Managing special education programs	9	8	7	6	5	4	3	2	1
Managing vocational programs	9	8	7	6	5	4	3	2	1
Managing federally-mandated programs	9	8	7	6	5	4	3	2	1

15. What system of evaluation do you use for evaluating principals in your school system? (If there is no system, please indicate so and omit question 16.)

- ☐ Annual evaluation using a checklist
- ☐ Informal conference or observation
- ☐ Evaluation according to job description
- ☐ Annual formal written evaluation
- ☐ No evaluation system at present

16. Is this evaluation used to suggest/recommend inservice training for your principals?

☐ Yes ☐ No

17. For **EACH** of the items below, please write in your level of satisfaction according to the following scale: (1) Entirely satisfied; (2) Mostly satisfied; (3) Equally satisfied and dissatisfied; (4) Mostly dissatisfied; (5) Entirely dissatisfied.

(a) The performance of the majority of the principals in your school system _____

(b) The leadership (administration & supervision) preparation programs in this State _____

(c) The inservice training programs available to principals in this State _____

(d) The administrator certification standards in this State _____

(e) The quality of public education in this State _____

(f) The quality of teachers in your school system _____

(g) The level of local funding for your school system _____

(h) The level of State funding for your school system _____

(i) The level of academic achievement of students in your school system _____.

18. Please indicate your level of satisfaction with the performance of your principals in **EACH** of the following areas according to the following scale: (1) Entirely satisfied; (2) Mostly satisfied; (3) Equally satisfied and dissatisfied; (4) Mostly dissatisfied; (5) Entirely dissatisfied.

(a) Evaluating personnel _____

(b) Evaluating instruction _____

(c) Increasing parental support for academic achievement _____

(d) Improving teacher morale _____

(e) Improving student achievement _____

(f) Curriculum development _____

(g) Improving school climate _____

(h) Instructional leadership _____

19. Please rate **EACH** of the following factors as they apply to the principal selection process in your school system according to the following scale: (1) Highly important; (2) Moderately important; (3) Of minor importance.

Factors

(a) Previous experience as a principal ____

(b) Previous experience as an assistant principal ____

(c) Recommendations of consultants/specialists ____

(d) Possession of an AS-5 certificate ____

(e) Recommendations of your colleagues ____

(f) Evidence of public relations skills ____

(g) Experience in the school system ____

(h) Academic record of the applicant ____

(i) Accomplishment of candidate as a master teacher ____

(j) Evidence of integrity, dependability, and willingness to follow directions ____

(k) Evidence of managerial and supervisory skills ____

(l) Personality of applicant ____

(m) Evidence of candidate's adaptability to local environment ____

20. Please indicate where most of the principals in your school system were recruited from:

- ☐ All within school system
- ☐ Mostly within school system
- ☐ Equally within & outside system
- ☐ Mostly outside school system
- ☐ All outside school system

21. From your perspective, what would be the **BEST PRACTICAL** preparation for the principalship?

- ☐ Experience as a classroom teacher
- ☐ Management experience outside education
- ☐ Internship with an exemplary principal
- ☐ Assistant principalship
- ☐ Master teacher

22. From your perspective, please check the **ONE** statement below that best applies to your school system:

(a) The quality of applicants for the principalship and other administrative positions has <u>improved</u> in the last five years.

(b) The quality of applicants for the principalship and other administrative positions has <u>remained the same</u> over the last five years.

(c) The quality of applicants for the principalship and other administrative positions has <u>declined</u> in the last five years.

23. [Answer this question if you checked (c) in the previous question.] From your perspective, which of the following factors was most responsible?

- ☐ Size of schools
- ☐ Geographic location of school system
- ☐ Salary schedule
- ☐ Socioeconomic condition of school system
- ☐ Decline in the quality of preparation programs

24. Does your school system have published policies/guidelines for the recruitment or selection of principals?

- ☐ Yes (If YES, we would appreciate receiving a copy of the policies with the system identification deleted. Thank you.)
- ☐ No

25. Given the economic, political, and socioeconomic constraints, what suggestions do you have for strengthening the delivery of public education in Georgia?

_____

_____

_____

_____

THANK YOU VERY MUCH!

APPENDIX C

Percentage of Responses

Question	Percentage
1. (a)	99.5
1. (b)	100.0
1. (c)	99.0
1. (d)	100.0
1. (e)	99.4
1. (f)	98.4
2.	91.7
3.	99.4
4.	99.4
5.	97.2
6.	100.0
7.	99.0
8.	93.9
9.	92.4
10.	79.1
11.	98.3
12.	99.0
13.	97.8
14.	99.4
15.	97.8
16.	92.3
17.	99.4
18.	99.4
19.	98.4
20.	98.9
21.	98.3
22.	99.0
23.	100.0
24.	96.1
25.	74.1

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